

School Activities

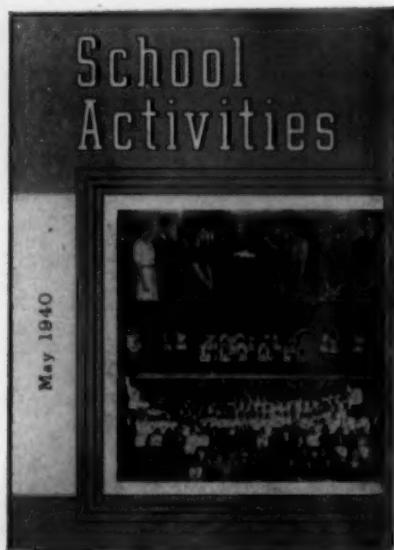
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School Activities

HARRY C. MCKOWN, Editor**C. R. VAN NICE, Managing Editor****ROBERT G. GROSS, Business Manager****VOLUME XII, NO. 4****DECEMBER, 1940**

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As the Editor Sees It

Can a "Gossip Column" in the school newspaper be justified? This question comes to us a number of times every year. And our answer (we're thinking of mimeographing it) is always an unqualified "NO." True, there are such columns, and true, they are usually snappy and interesting. BUT they are always cheap as dirt. They represent tripe, not news. Most of their stuff (used advisedly) is hearsay, unpure and SIMPLE; and much of what remains is fabrication, unpure and SIMPLE.

Such a column is a breeder of trouble, a developer of undesirable reactions by both students and parents. Doubtless, too, the pathway of many a student has been made a bit more rough by the kidding resulting from such published trash.

A "News Notes" or "News Brevities" or "Personals" column is immeasurably more dignified and sensible.

Music teachers and supervisors have a rather hard row to hoe, as is the case with any more or less recent additions to the educational family. During the past three or four years we have read and listened to wails from athletic and dramatic coaches "accusing" music organizations, especially the band, of cutting in on their own public programs. Such internal strife is hardly beneficial, and it is unnecessary. There should be a mutual understanding and appreciation. And the responsibility for the development of this rests upon the shoulders of the administrators.

CONTRAST in the November CLEARING HOUSE: "Baby Day: a Tradition at Stamford High School" (pp. 174-175): "Personality Week: Arlington student council sponsors project" (pp. 176-177). Take your choice; we have.

"A 3,000-hole punchboard, which costs only eight dollars, takes in \$300 at ten cents a punch. Although it is supposed to pay out \$100 in prizes, an un-

scrupulous owner, using his secret key to it, can easily punch out five holes that pay a total of \$75."—*Collier's*, Dec. 2, 1939, page 6. 'Nuf sed!

In our September number we introduced Dr. J. Frank Faust, Principal of Chambersburg, Pennsylvania, High School, as a new member of our Advisory Board. Shortly thereafter Dr. Faust became Superintendent of Schools at Chambersburg. Of course we are not assuming that he was made superintendent because he came onto our Board, but we are glad to bring our record down to date, and to congratulate him on his promotion.

Recently we were talking with an old friend—a former All-American football player (now a not-too-successful lawyer) who used to practice passing the ball for from two to four hours a day. Our question—"Was that time well invested?" His answer—"No; how much better off would I have been had I spent those many, many hours in reading law!"

Ever and anon there came rumors and more factual stories about how some school band directors exert pressure to have neophyte musicians purchase their instruments from particular companies or through certain stores. And the other day we read a letter from a superintendent of schools in which, after indicating the possible order, he asked what his own commission would be. Imagine this bird orating about how his school developed character!

Two questions: Why shouldn't the student shop around for his instrument? Why shouldn't any available discount be passed along to him?

Christmas and its observances will soon be here. And never have we known a time at which the lessons of "Peace on Earth, Good Will Toward Men," should be emphasized more.

And of course our wish—"M. C."

Are Student Council and National Honor Society Competitive?

WITHIN the last quarter of a century two very important organizations have become a part of the extra-curriculum life of the secondary school—one the result of gradual development, the other a Minerva-like creation of a small group of members of the National Association of Secondary-School Principals. The first of these organizations is popularly known as the Student Council; the second is the National Honor Society.

Recent investigations disclose that from one-half to three-fourths of the high schools of the United States have some form of pupil participation in school government. There are more than three thousand junior and senior chapters of the National Honor Society. The majority of these three thousand chapters are located in schools having student participation in government. In these schools there exist varying degrees of harmony, tolerance, and active rivalry between the two organizations. In some schools the Student Council has successfully opposed the introduction of the Honor Society, and in a few instances, chapters of the National Honor Society have succeeded in preventing the establishment of any form of student government in their schools.

During the past few years the office of the National Association of Secondary-School Principals has received a large number of requests from student councils for information in regard to the requirements and procedure in obtaining a charter for a chapter of the National Honor Society. This is as it should be. The Student Council is the instrument by means of which pupil participation in school government is administered. For the most part, this is interpreted to mean participation in the control of the extra-curriculum activities. The council which enjoys this privilege is the hub in which the entire extra-curriculum program is centered. It does not, as a rule, directly undertake or sponsor, as an organization, any kind of projects. Its supervision of various enterprises is carried on vicariously through committees and clubs and organizations whose authority is derived from legislation enacted by the Student Council. If participation is to be a reality and not a mere theoretical expression, the chartering and supervision of all school clubs, including the National Honor Society, naturally becomes one of the duties of the student organization.

Thirty-four per cent of all the student councils which answered the questionnaire of May, 1939, in a survey conducted by the National

ELLEN BOOTHROYD BROGUE

Staff Member of the National Association of Secondary-School Principals, Washington, D. C.

Association of Secondary-School Principals, recognized the purport of student participation to the extent of supervising school clubs and granting charters. In these schools there was no hint of rivalry existing between the student government organization and the National Honor Society, or any other club, either local or the branch of a national association. Competition would be impossible because of the very nature of the relationship which exists between governing bodies and the governed.

Active chapters of the National Honor Society are in the habit of initiating and carrying out certain types of projects. A well-organized student council does not interfere with any approved activity of the National Honor Society, but, on the other hand, encourages the prosecution of such activities as seem best suited to that organization. It not only does not interfere with but expects a certain amount of achievement on the part of the chapter, unless the chapter is of a purely honorary nature. This holds true of all other organizations within the school. The function of the Student Council is to assume responsibility for the successful accomplishment of the aims and purposes of all the extra-curriculum activities; to determine the budget appropriation for each organization; and to assume legislative control of all extra-curriculum funds. It is the duty of the Student Council, under faculty guidance, to supervise the preparation and presentation of a series of assemblies; to conduct a lost and found department; to provide ushers for school events; to aid in maintaining order in the lunchroom; and to furnish monitor service during the passing of classes. This does not mean that members of the Student Council must personally act in the capacity of guards or take charge of the lost and found department. It does mean that the Student Council shall assign these duties and be responsible for their satisfactory performance.

The members of the chapter of the National Honor Society are inevitably the most aggressive and capable young people in the school. They owe their membership in the Society to qualities of leadership, service, and good citizenship, as well as to that of scholarship.

These very qualities of its members make the organization a competitor of any student council which functions only as another service club. The survey conducted by the National Association of Secondary-School Principals revealed that all too frequently the student council is merely another club. In this case, of course, it is compelled to put forth its efforts for the achievement of certain ends in direct competition with other organizations of the school, and the National Honor Society is its most formidable opponent. It is evident, then, that to councils whose participation in government is so inconsiderable as to be practically nil, and whose every accomplishment must be secured either by being first to enter the field or through successful rivalry, the existence in the school of a chapter of the National Honor Society constitutes a threat to their security and peace of mind.

If the Student Council is a body empowered to participate in the administration of the extra-curriculum activities of the school and to hold legislative control of the extra-curriculum funds, there can be no possibility of competition between it and the chapter of the National Honor Society. As a matter of fact, it nearly always happens that many members of the Honor Society chapter also serve on the Student Council. Most point systems do not permit a student to hold important offices in the two bodies at the same time, but often it is through service in some department of the student government that a pupil acquires the leadership which is an essential qualification for appointment to the National Honor Society.

If it is found that rivalry does exist—perhaps chiefly manifested by resentment of the older organization toward the one more recently established—the principal and faculty should take steps to correct the situation at once. The Student Council should be granted its rightful powers, and the members of the National Honor Society should be taught to recognize their duty to the government and to become amenable to its authority. The fields of endeavor should be made separate and distinct, but the Student Council is the logical organization to limit participation of some pupils in the extra-curriculum and to stimulate the participation of others. If necessary it should so delimit the activities of the Honor Society that there will never be at any time the inclination to assume the authority of the governing body. In order that the Council may have complete control, under faculty guidance, of the extra-curriculum, it may be necessary to amend the constitution or even draw up a new one. Some schools have profited immeasurably by reorganization of the entire system of student govern-

ment to include specific power to deal with the extra-curriculum.

It was never intended nor foreseen that the Student Council and the chapter of the National Honor Society should be competitive organizations. The situation wherein they are antagonistic is an unnatural one, and the source of the trouble should be located and eradicated as speedily as possible. The fact that *Student Life*, a magazine published by the National Association of Secondary-School Principals, to serve the students in secondary schools, was designated the organ of both Student Councils and the National Honor Society, is proof that the professional group of administrators does not consider that the two organizations are competitive.

Exchange Assemblies in the Border Cities League

ARTHUR G. HUGHES

Fordson High School, Dearborn, Michigan.

FOR TOO often inter-school activities are confined to the traditional athletic contests. These are fought with all the resources of the school, of the students, and of the faculty to produce a winning team for dear old 'Local High.' Much of the pre-game ballyhoo that is circulated stresses the necessity of doing everything from killing the opponents to showing them that the dear old locals have the greatest team in history.

Now I am not one to disparage the value of interscholastic sports. They have done much to develop fine sportsmanship, school loyalty, a sense of the importance of team play, et cetera. However, I have felt that for some time it was unfortunate that the schools within certain leagues did not do more to exchange relationships with one another along other lines than that of athletics. It has always seemed to me that in music, dramatics, forensics, and other kinds of demonstrations the schools had excellent material for assembly programs that could well be sent to the various schools of their league. Here was an opportunity for schools to demonstrate what was being done of interest and of value along these various lines.

Consequently, it was with a great deal of interest that I saw the schools of the Border Cities League begin just such a program three years ago. This league consists of schools from Mt. Clemens, Fordson, Grosse Pointe, Ferndale, Royal Oak, and Wyandotte. These schools have been exchanging programs of excellent quality, much to the enjoyment of the students and to the cementing of better relationships between them.

(Continued on page 165)

Socialization--Chicago High Schools

RECENTLY the writer had occasion to canvass carefully the reports of all the Chicago high school principals to Superintendent Johnson on their socializing activities for the scholastic year 1939-40. Although most of the club activities reported are common enough in all large comprehensive high schools, and therefore not worthy of special mention, it may be helpful to educational workers in the field of secondary education to read an account of some of the more unusual club activities carried on in the high schools of Chicago.

A Stage Craft Club in the Amundsen High School, in cooperation with the Arts and Crafts Club, made all the scenery and sets for an operetta, "The Chimes of Normandy," given by the music department. A great deal of valuable experience was gained by both groups while doing this job. The artistry and finish of their work were truly remarkable.

The Amundsen chapter of the National Honor Society invited three delegates from each of the forty high schools in the city to attend a get-together, organized for the purpose of promoting good fellowship and socialibility among the "scholars" in the Chicago high schools. The group witnessed a play written and staged by the Amundsen National Honor Society. After the play, selected members of the delegation participated in a panel discussion of some of the problems which local chapters of the National Honor Society face. The program was followed by an informal tea held in the newly equipped social room in the school.

The members of the Latin Club in the Lakeview High School held a Roman banquet in the school cafeteria one evening. All who attended wore Roman costumes and the whole affair was carried on in the old Roman manner.

The Lane Technical High School for Boys was equipped when built in 1934 with a clinic for emergency treatment of boys injured in and about the building. In view of the fact that the school enrolls nearly 8000 boys engaged in hand work, using power machinery to a large extent, many accidents are sure to occur. The school is fortunate in having an M.D. on its physical education staff. This doctor has trained a corps of about eighty boys to render first aid to their fellow students. He instructs the boys regularly in first aid methods. Progressively as they become sufficiently proficient in this type of work they are sent to the Red Cross headquarters in Chicago to take examinations for certificates of proficiency in first aid work. The boys have treated many minor injuries during

JOHN W. BELL

*District Superintendent, High School
District No. 1, Chicago*

the year, and some of the abler members of the clinic staff have assisted the doctor in treating some more serious injuries. Frequently students apply for treatment of headaches, stomach aches, tooth aches, and other such minor aches and pains. The physician regularly examines members of athletic teams; and rather often he examines boys who desire to enter CCC camps, or boys referred for physical examinations by the school psychologist or adjustment teacher.

The Boat Club in the Lane High School is affiliated with the Chicago Yacht Club. The boys, with the aid of the sponsor, have prepared an elaborate set-up in the basement of the school for fabricating kayaks, and sail boats of various types. They have access to the facilities of the Chicago Yacht Club and spend many pleasant hours rowing or sailing the boats that they have made cooperatively in their school boat shop. Many of these boys are members of the boat crews which enter the rowing contests sponsored by The Chicago Tribune held in the Fullerton Avenue lagoon.

The Roosevelt High School has a particularly active chapter of the Pan-American Club. The members have sold their school on the value and importance of their activities to such an extent that the faculty contributed enough money to send the president of the club to the national organization conference held in Florida this year. She took such a prominent part in the conference that she was elected vice-president of the national Pan-American Club.

A teacher in the Schurz High School sponsors an All-Chicago Polish Club. It is composed of delegates from all the Polish clubs in the various high schools of the city. Polish is taught in a number of Chicago high schools because there are large Polish constituencies in many Chicago communities, who desire their children to learn Polish. The All-Chicago Polish Club meets evenings bi-weekly in the social room of the Schurz. The organization has no difficulty in getting permission to use this room, as the building is used four nights a week for night school purposes.

The Schurz Americanism Club made elaborate preparations, with the cooperation, of Local American Legion posts and other local service associations, for impressing upon young men and women of the Schurz community the sacred duties of citi-

zenship that devolve upon them as they reach their majority. An impressive program was held in a local park on July 4. Members of the group had canvassed the alumni records of Schurz graduates who would reach the age of 21, or had reached their majority, during the current year. These young people were contacted and their presence at the exercises was assured. In connection with the ceremony each of them was awarded publicly a certificate of citizenship. Before being eligible for the certificate each candidate had been obliged to take a short course dealing with the American way of life.

The X Club of the Senn High School has developed a museum of mathematics. The exhibits include all the different types of abacus that have been used by various peoples in all the periods of history; posters showing applications of mathematics to industry and problems of engineering; models of bridges, dams, buildings, and so forth, in the planning of which engineers used mathematics extensively; various instruments devised by mathematicians for determining positions at sea and in the air, surveying instruments, and so on; and devices for making the principles and ideas involved in the solution of mathematical problems more objective and concrete so that the student of the subject can grasp them more readily. The mathematics sharks who belong to this club have derived much pleasure from preparing the exhibits, and their interests in the subject have been greatly extended and deepened as a result of their activities.

The Art Guild in the Senn High School invited their parents and a few honored guests to a tea which they conducted in the Mexican manner. The members of the group all wore Mexican costumes, which they themselves had designed and made. Mexican art was discussed at the tea and many *objets d'art* made by the students were placed on display. Members of the Spanish classes furnished Mexican music and a Mexican variety of entertainment.

At the request of an enthusiastic group of girls in the Sullivan high school, a teacher of physical education sponsored an Archery Club. The members of the group made their own bows and arrows, receiving instruction in the art from a WPA instructor who met them regularly over the requisite period of time. They journeyed to a distant park field-house to receive instruction in the art of making the targets. After having learned how to proceed, the group was obliged to raise the necessary money and to make numerous field trips in order to procure the needed materials for the completion of their project. They have enjoyed their archery all the more for having overcome many obstacles before being able to realize their desires.

Those students belonging to the Sullivan

chapter of the International Drawing Exchange report that their exchanges of art work with students of foreign countries have gone on unabated, even at an accelerated pace, in spite of the European War that has been raging. The writer examined many drawings that had been received during the year from Denmark and Holland. In view of the fact that letters as well as drawings are exchanged, the club activities provide real motivation for furthering a major purpose of the English department—the improvement of the student's ability in the field of written communication.

The library assistants in the Taft High School organized a give-a-book campaign for the benefit of their school library. Lists of needed books were prepared. Students and their parents were informed regarding the cost of the books and places where they might be purchased. Students were urged to ask their parents to buy them books as anniversary or Christmas presents, with a view to donating the books to the school library as soon as they had read them. Students were further urged to donate to the school library books in their own personal libraries which they had found interesting. Moreover, they were requested to bring to the school library high-class magazines as soon as the family had finished reading them. The club catalogued all the gift books and placed them on open shelves in a large study hall. Various members of the group are present there during each period of the school day, as well as before and after school, to assist students in making their choices and to keep the necessary records in connection with circulation. The rules for withdrawing these gift books are much less stringent than those which govern the regular school library. This supplementary library, almost completely managed by students, has become very popular.

All the high schools in Chicago have what is known as a projection club, under the direction of a faculty co-ordinator of visual education. The duties of the club are: (1) to work out well in advance a program of visual education for the school; (2) to project films and slides, in accordance with a time schedule set up in cooperation with all teachers; (3) to care for all films, slides, and projection equipment; (4) to raise funds for the purchase of additional equipment; and, (5) to keep teachers informed concerning new developments in Chicago in the field of audio-visual aids. The visual education program in the high schools has improved vastly both in quantity and in quality as a result of the work of the projection clubs. Recently certain producers of visual education supplies conducted a school for operators, in a downtown hotel. Thousands of members of the projection clubs attended the

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Dancing--Its Contributions to Social Education

EDUCATION of today finds itself challenged to reshape its educational institutions so as to meet the needs, wants, and desires of our present school society. Progressive education acting as the vanguard of our modern educational movement visualizes the necessity of a planned cohesive educational system which will include a curriculum more adequately designed to meet the exigencies of life.

No longer does education aim at confining and cloistering itself; rather, it seeks to respond to the increased complexity of the school society. The increase in school populations paralleled with economic and social factors of our present society demand a new educational philosophy. This philosophy should devolve upon the social, biological, and psychological needs of the pupil.

We further find a necessity for reshaping our systems of relative values in regard to curricula. There is a need for Education to rear its head above the too common level of complacency and examine its institutions in view of their contributions to social development and social education.

Character education may be viewed as the essence of social development, and it demands a realistic interpretation in the educational scheme. It is true that the values of character development have been recognized. Education must proceed beyond the point of recognition to the sphere where actual steps are taken towards the end of character development. Such an end can be achieved by adapting means whose conceptions overleap the shallow moralizations of the past.

Relatively recently, education has witnessed concrete efforts and contributions toward character development and social education through such medium as sex relations program, extra-curricular activities, guidance and orientation programs, and numerous other developments.

It is this person's contention that dancing can contribute to a program of social education through its concomitant physical, social, and moral values. This can be achieved because dancing contains in itself a medium that demands and utilizes social graces; it allows for individual expression; it contains the values of group activities; it allows for the mingling of boys and girls; it provides an enjoyable physical activity; it provides a means to develop grace, rhythm, and poise.

Dancing as an art form has played an integral part in the culture of man throughout

HENRY GLASS

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history. In its ramifications it has touched upon art, sculpture, history, poetry, painting, and philosophy. Dancing has served man throughout the ages to express his hopes, desires, and fears. Dancing has embodied within its figures patterns expressive of religion, war, and love.

Woven in the threads of American history, one finds a rich dance inheritance from our ancestors that has brought a richness of our American culture and society. The sphere of dancing today in America can be observed by the vastness of the industry, including dance bands, orchestras, hotels, music publishers, recording industries, and other allied industries. The number of dance academies and instructors are indicative of the popularity of dancing. It is the foundation of an industry that caters to the needs and desires of millions of Americans. The social and economic importance of these industries thus merit the attention of an educational system that reflects the needs of society.

Since dancing in its various fields is an adjunct of real life, it merits a place on the school program. Dancing is closely allied to a knowledge of common manners. It has become an amenity of social life. The situation has been damagingly present where vast numbers of individuals find themselves socially ostracized because of the lack of opportunity to acquaint themselves with the rudiments of social dancing.

In the past, emphasis and leadership in the development of the various fields of dancing have been largely handled by private academies and institutions. Contributions have been made by these institutions, but they have been limited by the ends to which they are directed. One may say limited, because such institutions reach a relatively small number and are not particularly directed toward social ends. Very often the results have been a snobishness and over-reaching egotism which is the antithesis of social education. Again, their extreme individualistic approach omits the valuable social and psychological aims upon which progressive education is established.

Thus, embracing an adequate system of social dancing, the school could provide for those that would be otherwise neglected. Further, employed in the school program, dancing could function in a more wholesome way. To

avoid such a responsibility has many undesirable implications which have realistically demonstrated themselves in the public dance hall. It is not in the moralistic tone that one condemns the evils of the public dance. Rather, it is to focus our attention to the direction that the public school has the social and educational facilities more adequately to accept this responsibility.

Educators recognize the necessity of developing the integrated personality. Progressive education has accepted the challenge by adopting a program that will provide for the mental, physical, and social components of the personality.

Characteristic of adolescents is their recognition of the opposite sex. The efforts of adolescents to achieve this relationship and the problems entailed in affecting it have been noted. Social dancing can make a contribution to the establishing of a desirable relationship by its very nature. It provides a setting whereby individuals may contact one another. This is not to say that social dancing is the only medium to attain such an end, for there are other contributing activities. Dancing's greater claims can be obtained in an enlarged program that transcends the entire educational system.

That dancing has failed, and may fail, to achieve its inherent aims is quite possible. A dance program, to insure success, must be adequately supervised and planned. In planning school dances, students should be given the opportunity to initiate their own ideas. Such a step is compatible with our democratic philosophy. The supervision of the dance is important in that those directing the program must carry the spirit of the dance. The keynote of a school dance is reflected in the faculty attending and supervising. According to the success of cooperation between the students and the faculty, students may be stimulated to attend or to absent themselves.

One of the main defects in our social dancing has been the alienating of people from dancing as a social pleasure. This factor is not inherent in social dancing itself, for properly conducted, it provides an opportunity for all to participate joyously. One constantly discovers the dance picture which finds boys and girls standing on opposite sides of the room. This has been damaging to dancing and to the individuals concerned. No doubt the "wall-flower" situation is largely due to the fact that many individuals are lacking in self-confidence. If these individuals had the opportunity to acquire the fundamentals of social dancing in special noon, after-school, or in the regular program, their acquired skill would give them a basis to enjoy dancing with their classmates. To insure the enjoyment of social dancing, for all, it is helpful to utilize various types of "mixers." In doing this, one

is able to provide interest, variety, and good fun in the dance. With proper supervision and planning, it is possible to bring a greater part of the student body into the folds of social dancing.

Among the dance forms recognized in various schools are tap, ballet, folk, clog, social and modern dancing. Of these media, clog, folk, and social, and modern dancing have received the greatest attention.

In recent years, modern or creative dancing has received more and more attention. This form of dance has many possibilities because of its greater freedom and scope as compared with other dance forms. With greater acquaintance, by dance teachers in the public schools, it should reach a level where its contributions will be utilized and appreciated to a greater extent.

Tap dancing in late years has been very popular. Its wide use in moving pictures has increased its popularity with school children. The rudiments of tap dancing coupled with clog dancing should occupy a place in the dance program.

Folk dancing has been one of the most popular forms of dancing and merits its inclusion throughout the school program. The use of American Folk Dances possesses a variety of techniques and rhythmic patterns that demand the student's attention.

Folk dancing to a great extent is being used by schools and various other groups as a means of social entertainment. Because of its simplicity, its color, and its inviting music, it can be used for large groups. Folk dancing stemming from the peasantry does not carry the taint of exhibition that brings restrictions in other dance forms. Being simple in form yet varied in its patterns to be interesting, folk dancing is a form of dancing that can satisfy both the plodders and the jitterbugs. The popularity of folk dancing has been brought forward recently by its use in many moving pictures. Today one can discover groups in many sections of our country enjoying the figures of the folk dance.

Dancing can more adequately perform its functions if it is placed throughout the educational ladder. The lower primary grades have made noteworthy accomplishments in developing a program including fundamental rhymes, singing, and mimetic games.

Folk dancing and elements of social dancing appeal to the pupils in the upper primary grades and have a real contribution to make to the subjects of the intermediate level.

In the secondary schools, folk, clog, social, and modern dancing should be placed in the dance curriculum where possible.

Perhaps the most neglected part of the dance program has been the failure to provide for the masculine sex. Though some regard

(Continued on page 168)

Musical Achievement in a Fourth Grade

THE PROBLEM of the study reported here was to determine the additional musical achievement, if any, that tonettes would add to a fourth grade vocal class. The purpose of the study was to obtain facts that would definitely prove the merits of the tonette for pre-band training, and at the same time determine the additional musical achievement possible from a pre-band instrument.

The reason the writer selected as a topic for his study, "The musical achievement of a tonette class in the fourth grade of the Zeigler, Illinois grade school", was because he has supervised both voice and band instrumental music in that system for the past nine years, and he has always felt that vocal music training alone did not carry over into the instrumental program as it should. If this study aids other music departments in establishing and securing proper recognition of a pre-band instrument in their school system, the writer feels that his time and effort has been put to a useful purpose.

The subjects of this experiment were two groups¹ of pupils from the Fourth grade of the Leiter School, Zeigler, Illinois. There were twenty six pupils enrolled in this room. Without making any specific selection of pupils, one half of the class were given tonettes. The remaining group depended wholly on the vocal instruction for their achievement. Both groups were taught at the same time as one class. Buchtel's *Melody Fun* was used as an instruction book for both groups. This book was supplemented from time to time with other suitable songs.

The length of time of this study was one semester, January 15 to June 1, 1940. The class met for one twenty minute period daily. (see table 1)

I.—First Week Schedule of the Experiment

Time of day	Mon.	Tues.	Wed.	Thurs.	Fri.
2:30—2:50 P.M. (Both groups meet for a twenty minute class lesson each day.)					

¹ During the continuance of this report, the group receiving vocal training only will be called group A. Likewise the group receiving tonette training will be called group B.

Group A learned each exercise and song by syllables, while group B depended upon their instruments to learn the same lesson. Each lesson was concluded by the vocal group singing and the tonette group playing, both at the same time.

From all observation group B seemed to be

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making more progress than group A. This was so noticeable that the author felt any additional progress might be due to group B's having more native ability than group A. On April 8th, the author gave the room Antim's *Musical Aptitude Test*. The results of this test (see table 2) point out definitely that group B was not superior in native ability. In fact, group A has an average of 62 points per pupil, while group B has a slightly lower pupil average of 61.3.

II.—Data of Antim's Musical Aptitude Test

Pupils	Group A	Group B
1	84	76
2	72	76
3	70	68
4	68	68
5	66	64
6	64	64
7	62	64
8	60	60
9	56	60
10	56	58
11	56	58
12	48	52
13	46	30
Total Points	806	798

III.—Data of Neal's Music Reading Test

Pupils	Group A Errors	Group B Errors
1	90	34
2	87	24
3	84	22
4	83	17
5	62	16
6	51	12
7	46	12
8	46	11
9	33	9
10	32	9
11	31	9
12	29	5
13	21	4
Total Number Of Errors	688	184

At the conclusion of the semester's work, Neal's *Music Sight Reading Test* was given to each group.

The first group to be tested was group A. Each child was asked to fill in the blanks as shown on the reverse side of the test. When this was completed, each child was given the test individually. After being allowed to look over the first selection, "The Bear", for one

minute, the key note was given from the piano. This was done so that each child would be assured of singing the song in his vocal range. From this point, the child sang the syllables of the selection. The instructor checked each error as given on the reverse side of the test. Likewise, the remaining songs of the test were checked.

Group B was tested next. Each individual took the test precisely as the individuals of group A with the following differences; namely, 1. the songs were played on their tonettes instead of being sung, and 2. as the key note being struck on the piano would be of no advantage or disadvantage to the tonette player, it was omitted from the beginning of each song.

Group A made a total of 688 errors or an average of 52.8 per pupil. Group B made a total of 184 errors or an average of 14.1 error per pupil. (See table 3.) The wide degree of difference between the two groups leaves no doubt in the mind of the writer that the tonette is far superior in obtaining musical achievement than is the vocal class method. This especially holds true where the school system has a band or orchestra that expects to give a class foundation training in the fourth grade that will be of vital importance in giving a musical training that will be of the most value in future instrumental training.

Reciting the Pledge of Allegiance

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THE PLEDGE of allegiance has for many years been part of the opening exercises of many public and private schools, but there seems to be little or no uniformity in the method of delivering that pledge.

School leaders and leaders of student groups have in the past several years changed the method of delivering the pledge, and the Student Council of Idabel High School undertook to question national, state, and other civic leaders on the methods that were being used. The committee first mailed to all members of the editorial staff of *School Activities* a questionnaire asking each person addressed what procedures he saw in daily use. The committee then mailed the same questions to leaders of the American Legion, Parent-Teacher organizations, 4-H club sponsors, and others interested in the training of young people.

The answers varied considerably, and the point stressed by each writer was the fact that the mere delivery of the pledge is no

guarantee of the thoughts of the person speaking and that the spirit of the delivery is the main thing. That the accompanying gestures were of no concern was the opinion of other leaders.

The committee with all reports in and checked have listed the following procedures as reported most often in the answers.

BOY SCOUT SALUTE: This salute seems to be used by student groups irrespective of scout membership. Others report that this salute is given only by the scouts in the student body or audience.

MILITARY SALUTE: This salute to accompany the pledge of allegiance is used in many schools, both boys and girls delivering the salute alike.

EXTENDING HAND TOWARD FLAG: This is started by giving the military salute and later extending the hand toward the flag as the pledge is continued. This salute seems to be the one most uniform in the United States and is the form that many leaders are changing because of its likeness to old world salutes involving an entirely different attitude.

The committee then considered the civic leaders and their answers. In this case the civilian salute of the hand over the heart was most common.

Granting that the spirit of delivering the pledge is the important thing about the ritual, other things should be considered. They are:

1. Mixed age groups
2. Mixed sex groups
3. Mixed organizations in the group

With such a heterogenous grouping a new device should be employed, so that all students irrespective of sex, age, or grade will give the proper response to the pledge without in any way being embarrassed at any time or place.

The committee selected the civilian salute as most appropriate. This salute is given when outdoors with the hat on or with the hat off. In the first case, the wearer removes the hat and holds it over his heart. In the second case, standing at attention is all that is required. The civilian salute is the one most commonly practiced by adults. This adult etiquette is proper when the national flag passes, is raised or lowered, or when the Star Spangled Banner is played.

This procedure has a two fold possibility. That is, every student participates whole heartedly in the pledge and the salute in a uniform manner, regardless of where he or she may be and regardless of individual membership in other organizations.

As has been pointed out before, there is no rhyme or reason that the salute should or should not be uniform. The committee now enthusiastically recommends to other student groups the use of this method of delivering the pledge of allegiance.

A Mathematics Assembly

AN ASSEMBLY program sponsored by the mathematics students—don't say it can't be done. Try it. After the mathematics teacher has put his ingenuity, resources, encouragement, and direction to the students' availability, then let the response of the audience be the criterion. Mathematics students, when given proper direction and responsibility, will produce a student-made assembly for the high school group comparable to, and often exceeding in originality and purposeful activity assemblies sponsored by other departments in the high school.

The modern high school assembly should grow out of classroom activity, club activity, department, or inter-department sponsorship. When the mathematics department, club, or group is asked to sponsor a high school assembly for either a creative or ready-made program, the modern mathematics teacher knows there is available a large supply of material which may be used as a pattern. His purpose should be to put this material before his students and to give them, from his own experience and imagination, such encouragement and assistance that will produce a worthwhile program.

In order for the mathematics department to pioneer in the assembly field perhaps the best approach would be to try out one of the many standard or published plays, copies of which may be secured at a nominal cost. And here, let me suggest, the mathematics teacher should own several copies of such plays, providing, of course, the school library does not purchase them for him.

Choose one or two plays which you feel may be suited to the particular group or to the high school membership and read these aloud to your group. Let the students help select the play and assist in choosing the cast. Have tryouts if possible in order that students may learn techniques of what constitutes a good speaking voice and other factors important in selecting the cast. Let the dramatic element grow out of the practice.

Every mathematics teacher should have a copy of Stephen Leacock's "Human Interest Put Into Mathematics." An occasional thumbing through this little essay will help him keep his own "human interest" in the field. Make this also available to the students.

After the students have first presented a ready-made play before the group who is sponsoring the program for the school assembly, it will be relatively easy to interest and direct their energies toward an original or creative program. It is to this kind of student-made and student-directed program that the

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high school assembly should bend its energies and attention. Start with the novel kind of program and lead up to the appreciation and creative type. The clever student, or students, with glib tongues and pen—and you will find many of them in your high school—should present such a program of puzzles, magic squares, rapid calculations, catch problems, or other interest devices. Make your first program short, snappy, and appealing to the intellectual, aesthetic, and humorous appreciation of the whole group.

For illustrations, colored crayon on large sheets of white paper, such as chalk talkers use, will be found to be both interesting and valuable as aids to presentations. The following semester, or year, present an original skit or play. Read to the group one such as "When Wishes Come True," by Hannah A. Parkyn,² produced in a Michigan high school, or "Professor Whiz and His Class in Magic Math," by Adah Vaughn,³ produced in a junior high school in San Diego, California. The English teacher does not begin his creative writing instruction by assigning an original composition, but he leads up to the creative expression by having the students read, and hear read, worthwhile pieces of literature. Likewise the mathematics teacher will put before the students such examples of well-written material so that having experience with these there will develop original work which may be used for assembly programs. A group project is often more desirable than individual contributions. Such factors as unity of theme, good English expression, and adaptability of presentation will work out as the project develops. However, encourage the individual in creative work, even though group experience may be valuable in learning correct habits of basic principles of writing.

It should be emphasized again that production should be largely in the hands of the students—cast, costumes, scenery, announcements, and arrangements. The teacher's part is cooperation, enthusiasm, and direction.

¹ Stephen Leacock, "Human Interest Put Into Mathematics"—Mathematics Teacher XVIII, May 1919, pp. 302-4.

² "When Wishes Come True," a Mathematical Play—Hannah A. Parkyn. Mathematical Teacher, January 1939, Vol. XXXII, pages 16-24.

³ "Professor Whiz and His Class in Magic Math," Adah Vaughn, School Science and Mathematics, June 1939, Vol. XXXIX.

Affirmative Rebuttal Plans

RESOLVED: *That the power of the Federal Government should be increased.*

WE HAVE just gone through one of the hardest fought political campaigns in the history of the United States—a campaign in which every type of political argument known to the politician has been used in an effort to win votes for the favorite candidate of the speaker, a campaign in which every type of public speaking and argumentation has been used ranging from the very efficient and subtle speaking of some of our great orators to the "mud slinging" poorly constructed speeches of some of the lesser campaign speakers.

In a sense all of these campaign speeches could have been compared to a high school debate. Each speaker had a point that he wished to make and was doing his best to present it in an effective manner. These political speeches were interesting when they were presented as straight-forward talks in much the same manner as the constructive speech in a debate is presented. The high point of interest was reached however, when the rebuttal speeches of the campaign got underway.

The debater may wonder just what we mean by the rebuttal speeches of the campaign. We mean those speeches in which the candidate answered directly some previous charge of his opponent or answered some question that had been directed to him by his opponent. Then we found the development of real interest in this campaign. The vital interest developed in these campaign debates, just as it does in a scholastic debate contest, when the attacks of opponents are being answered.

If we were to ask the average citizen who has followed the political campaign with interest just what makes for effective campaigning he probably could not give you the answer. If you would ask the question in a little different manner he could give you the information that you are seeking. Ask him, for example, which campaigner is making the most effective speeches. He will, in all probability, mention the candidate that is taking the statements and arguments of his opponent and refuting them effectively. The candidate who makes straight constructive political speeches, without making any attacks upon the statements of his opponent is losing much of the effectiveness of the campaign speech.

We should study the political speech and the high school debate to discover the advantages and the differences of the two types of public speaking. First, let us look at the

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average political speech. The political speaker knows in advance most of the problems that are confronting the people. He works out a very carefully worded answer to these problems that are bothering his constituents. In the event that any of the known conditions change within a day or two of the time for his speech, he changes his statements to meet the known conditions. His speech is carefully worded, planned in many cases to evade entirely or minimize his weaknesses and not always straight forward upon all of the issues. Contrast this with the high school debate speech. The good debater will prepare a well worked out speech. This speech is designed to meet the known conditions of the debate. Any attempt, however, to cover up or evade the issues will be noticed and attacked by the opposing debaters. Another difference is that the conditions for the speech in high school debate may change at any moment during the contest, while the conditions for the political speech change over a longer period of time.

An example of the way in which a debate speech may change at any moment is this. Suppose that an opponent may admit a point in his speech that you have prepared to attack. This should cause you to change your debate tactics. Obviously it is foolish for you to waste a third of your time in proving a point that has already been admitted by your opponent. On the other hand, your opponent may make an attack that you have not anticipated and make it in such an effective manner that you must answer his charges. When this happens it again becomes necessary for the debater to change his tactics and prepared speech completely.

It is when the speaker begins to be able to change and adapt his debate speech to meet changing conditions that he becomes efficient as a high school debater. Almost any student can prepare a set debate speech well enough to deliver. Little if any ability as a speaker is needed under such conditions of presenting the speech. The real test in the art of high school debate comes when the debater must change his line of argument to meet new attacks.

Almost all of this adaptation and change in debate comes in the rebuttal speech. This is why most constructive arguments in a debate are smoother and more fluent than the rebuttal speeches. In the constructive speech some

well prepared material is presented. During the rebuttal speech the student is under a much greater strain because he is thinking and speaking at the same time. All too often the high school debater is merely speaking and not thinking during his constructive part of the debate.

The lack of fluency of speech that often is found in the rebuttal speeches of high school debaters need not be as common as it is today. With study and practice the rebuttal speech may be made almost as perfect from a delivery standpoint as the constructive speeches. It must be remembered, however, that this desired objective cannot be reached without work upon the part of the debater.

A few general suggestions to the high school student who wishes to become effective during the rebuttal speech may be in order. If asked to mention the essential rules for effective rebuttal speeches the following would be pointed out:

1. There is no substitute for knowledge of the question. The student who has mastered the greater volume of material upon the debate topic is the better equipped to refute all of the arguments that may be presented.
2. Make an outline of the way you will handle each point. Included in this outline would be such things as (a) mention the exact words of your opponent at the beginning of your refutation; (b) disprove the contention of your opponent by using some outstanding authority; (c) clinch your argument by pointing out how your rebuttal has weakened the stand of your opponent and strengthened your own stand.
3. Practice the delivery of effective rebuttal points just as you practice your constructive speech. Since you can anticipate fully 50 per cent of the arguments of your opponents, refutation for these arguments can be prepared in advance. The fluency with which you handle these prepared points will help to tide you over the bad spots where you are not prepared.

While it may truthfully be said that fluency is a desirable objective in the rebuttal speech, it is not to be desired over and above thinking and adaptation to the arguments of the opposition. You must clash with the arguments of your opponents and overcome his contentions. This objective will be aided by fluency of speech, but without excellent thinking upon the part of the debater his fluency will not be very helpful.

The debater should enter the rebuttal speech without any rugged plan of procedure. Debaters who divide speeches and points equally among the members of their teams usually fail to present an effective debate as a whole. It is usually better to make a division of points and rebuttal tasks as the debate progresses

than to make an arbitrary division before the contest starts.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENT

Below you will find a group of arguments that will appear in practically every negative case upon this debate topic. They may not appear in exactly the same form as they are found here, but they will probably appear in some form. Below each negative argument will be found an effective method of meeting the argument.

NEGATIVE ARGUMENT. There is no need for an increase in the power of the federal government for the purpose of solving the problem of state barriers to interstate trade, because the states will be able to solve this problem by a policy of state cooperation.

AFFIRMATIVE REFUTATION. The negative team has taken the stand that the states will solve the problem of state barriers to interstate trade without increasing the power of the federal government. If they will merely take a look at conditions among the states today, they will see that such an objective is hardly possible. The rivalry between certain states selling the same products, fictitious quarantine laws against competing fruit products, and the use of ports of entry by the various states will make the condition a very serious one. The proposal of the negative is that the states will all come together and repeal these laws of their own accord without any pressure from the federal government. Such a stand is the product of wishful thinking.

The *United States News* has taken a poll of the newspapers of the country upon this very problem. In answering this magazine received the following: "More than half the commentators believe an effective remedy depends upon action by the federal government: the minority believes the responsibility is on the states." Here we have a composite view of what the leading newspapermen of the country believe is the only remedy to this problem.

NEGATIVE ARGUMENT. We will assume that the elimination of graft in our government is as desirable a reform with the affirmative as it is with us. This being the case we should reduce the power of the federal government in order to eliminate the graft that has developed in such things as the WPA and other federal spending.

AFFIRMATIVE SPENDING. The negative team has asked us if we are in favor of the reduction of governmental graft. To this question we will answer yes. Where we object is to the method of reducing this graft. The negative wishes to reduce it by reducing the power of the federal government, we wish to reduce it by increasing the power of the federal government.

In order to prove that the method proposed by the affirmative is the practical one, let us look at the scandals that have appeared in the distribution of WPA and other federal funds. Have we had any important scandals that have involved the federal government? The answer is no. Where we have had the scandal has been created by state and local politicians who have been attempting to make huge sums by mishandling of this federal money. The real trouble has come because city and state bosses have gained control of the money. Under the proposal of the negative we will take the power to spend large sums away from the federal government, that has had a clear record, and give it to the state and local politicians who have misspent them in the past. It seems as if the negative have proposed a system that will increase instead of decrease the amount of graft within our government.

NEGATIVE ARGUMENT. There is really no need for a strong federal government today, because the states are able to finance their own needs at the present time.

AFFIRMATIVE REFUTATION. The negative are arguing that the need for a strong federal government is gone because the states themselves can finance their own needs at the present time. They make such a statement in spite of the fact that in the South certain states cannot secure enough revenue to carry on their needed governmental functions. In the state of Mississippi it would be impossible to have a system of public schools equal to those in New York, if every cent of the money raised by state and local taxation were to be given to the schools. This would not leave a cent for roads and the other important functions of government. Certainly such states could not hope to finance such items as unemployment insurance, old age pensions, or other social reforms without the help of the federal government.

In commenting upon this problem Paul V. McNutt has pointed out that "In view of the wide differences in the ability of the states to carry the load of depression expenditures, the Federal budget was the only one which could stand the deficits, without causing unbearable suffering to millions of citizens." Thus we can see that if the federal government had not come to the aid of the states, they could not have met their depression expenditures. They could not do it during the depression, and they are not able to do it today.

NEGATIVE ARGUMENT. Such problems as the building and maintenance of roads is a state problem which the federal government should delegate to the states in its entirety.

AFFIRMATIVE REFUTATION. The negative are arguing that the problem of building and maintaining our hard roads is a state prob-

lem and that the federal government should stay out of this work. Peter Odgard, writing in the *North American Review* has pointed out that, "without Federal aid the elaborate highway system of the nation would be unthinkable." If we could not have attained our present excellent national system of highways without the aid of the federal government, how do the members of the negative expect to develop an adequate system of highways in the future without federal aid?

If we will take a look at conditions on the highways of the United States today we can see that a system of state controlled highways will not be satisfactory. Today the maximum truck load in Kentucky is 18,000 pounds while in Nevada it is 115,000 pounds. In Kansas we find 66 ports of entry acting as a hindrance to the use of the roads of that state. If we have a system of state highways, without federal aid, we will have absolutely no uniformity in road construction and inadequate roads in many states.

Another important consideration in the construction of roads by the states, without a national plan, is the fact that it will harm our system of national defense. If we wish to have an adequate system of national defense we must have uniform and adequate roads throughout the United States. The negative proposal of state instead of federal supervision of our roads will bring with it an inadequate national system of defense.

NEGATIVE ARGUMENT. We should not have a strong centralized federal government because big business is opposed to such a development of power in the hands of the national government.

AFFIRMATIVE REFUTATION. The negative team is presenting the fact that big business is opposed to a centralized federal government as an argument to prove that we should not increase the power of the federal government. Such an argument upon the part of big business is very interesting if it is not very convincing. Today big business is highly concentrated under the control of no more than two hundred corporations. The reason that big business is opposed to a centralization of the power of the government is that such a government would have power to control the actions of business. This is the very thing that big business does not want. Because they do not want this legitimate control of big business by the federal government, we find big business crying for state control because they are fully aware of the fact that we can have no effective state control.

(Editor's Note: This is the third number of a series of articles by Harold E. Gibson. His "Negative Rebuttal Plans" will be released next month.)

Developing a Student Tribunal

OUR school plant is comparatively new, having been erected about eight years ago. Prior to that time the high school was housed in a building which dated back to 1890. The facilities of the old building were very poor and very inadequate. The new building houses grades 7 to 12, whereas the old one accommodated the four upper grades only. One would suppose that pupils would appreciate and respect the new building and its equipment but such was not the case.

Augmenting the prevailing lack of respect for the new property is the fact that certain physical features of the building are inferior. This condition is the fault of no one in particular. The school district was limited in borrowing capacity by law. The amount that could be borrowed was inadequate to construct the proper sized building, and the next best thing was done. The size of the building was not reduced, but substitution in building materials were made in order to come within the amount of funds available. Pine floors were substituted for composition tile; interior walls were plastered beaver board, rather than solid plaster; window shades were processed paper and not cloth; hardware was of second quality; and hall lockers were recessed in the walls of the corridors, rather than in special rooms.

It can be readily seen that the cheapened physical features would suffer damage from average wear and temperature, aside from intentional defacement by pupils. When a chair or table edge was pushed against a wall, a hole in the plaster resulted. This, of course, was an invitation to certain pupils to further enlarge the damage. The combination locks on hall lockers were of such inferior quality that they quite often became jammed. The remedy was to force the release by banging on that part of the door surrounding the lock. Pupils, aware of this, sometimes resorted to overzealous attacks and so bent the door that a new locker front was the only solution. Toilet compartments are of thin gauge steel and will not withstand pressure or swinging without bending out of shape. Lunchrooms are not large enough, and overcrowding lends itself to carelessness in the disposal of paper and refuse.

The foregoing has been mentioned only in an attempt to illustrate that the physical features of the building have aided and abetted a disrespect for property.

The faculty could engender and help to develop a better spirit of respect for property, but in the final analysis the solution lies with the individual pupils.

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Last fall a campaign was begun to bring this matter to the attention of the student body. The principal explained the problem in several assemblies and then carried the message before the "service clubs" of the school—that is, the Student Council, National Honor Society and the Hi-Y organizations. He suggested several methods of approach, including a tribunal, a vigilantes committee, student patrols and many others. Each was discussed but no one particular plan was emphasized. The formulation and direction of any plan had to come from the students. It would be foolhardy to assume that an arbitrary procedure set up by the principal or faculty and depending upon student promotion could succeed.

Several weeks passed and finally the National Honor Society adopted the problem as their project for the year. The officers of the society visited four neighboring schools, with the results that they decided to inaugurate and sponsor a student tribunal. Sample constitutions from other schools were received, and with these as a guide a constitution was drawn.

The Honor Society placed the constitution before the student council for approval, in as much as the council was representative of the student body. The council in turn approved the constitution but suggested that a panel discussion of the proposed tribunal be held in assembly before the plan be put into effect. Consequently, a panel of nine pupils from the Honor Society were chosen by the council. A faculty member was asked to be the presiding officer. Each member of the panel was called upon to explain some one phase of the proposed tribunal, at the conclusion of which discussion, any pupil in the assembly could ask a question.

The response and reception with which the tribunal was received was gratifying beyond expectations. The assembly finally was adjourned after two hours of discussion. The faculty reported that the balance of the day the pupils insisted on further discussion in the classrooms, which obviously demonstrated the interest in the project.

As explained under section one of article two of the constitution, the judge of the tribunal is to be elected by the student body. Nominations for the office were made by a joint committee from the council, Honor Soci-

ety and faculty. The judge, chosen by an overwhelming majority, was a girl. This choice seemed to be the correct one in light of the fact that three weeks later, the alumni association awarded this girl the Alumni Prize which is granted to a boy and a girl in each senior class who has achieved an outstanding record in activities, scholarships, character, and citizenship.

Once each week the tribunal has been meeting during the activity period. There have been three meetings to date, and seven pupils have been given hearings. In each case, the punishment has been accepted.

Unfortunately there exists no objective method of measuring the results of this project. However, the feeling among students and faculty is that accomplishments in good citizenship have been achieved. Regardless of the specific values to be derived from the formation of a tribunal, the experiences in and during the formation must have had a positive effect in training for leadership and citizenship.

Who Killed School Spirit?

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(This assembly program was used by the Edinburg Sergeanttes and proved to be very successful. Neighboring schools suggested that we repeat the same assembly program for them and we did. It was given before a very crucial football game and took the place of the usual assembly pep rally.)

A JURY composed of members of the girls' drill squad are seated in the front seats of the audience. A judge and two lawyers are stationed on opposite sides of the stage. The judge announces that one of the lawyers (A) will attempt to prove who murdered School Spirit while the other lawyer (B) will attempt to prove that School Spirit is not dead.

The lawyer's speeches should be cleverly worked out. Lawyer A's remarks should not be squeamish but as cutting and over-exaggerated as possible. Both lawyer's speeches should be witty and humorous.

Lawyer B first accuses the football squad of killing School Spirit. A member of the squad rises from the audience and ably defends the athletes. The judge asks the jury if they think the football squad was the cause of School Spirit's decease. The answer is an emphatic no.

Lawyer A now charges the faculty with the responsibility for the passing on of School Spirit. Lawyer B ably defends them and the jury again acquits the accused.

Lawyer A now rises and gives evidence to prove that the business men of the city are guilty of the murder of School Spirit. Again lawyer B defends them and they are acquitted.

Lawyer A now accuses the band of the crime. Lawyer B defends the band and they are found not guilty by the jury. Each time one is accused points are given by each of the lawyers for their plea that will fit that particular school.

Next the girls' drill squad is accused of having a part in the murder of School Spirit. Lawyer B defends them, and then they show their spirit by drilling on the stage. Here the girls' drill squad puts on several numbers such as pep songs and short drills that they have prepared for this assembly. Again the jury declares the defendant not guilty.

Lawyer A in a final desperate effort to pin the crime on some one claims that the student body is the cause of the tragedy. Lawyer B defends them. A member of the student body rises from the audience and makes a defense in their behalf. The jury declares that they must have evidence. The cheer leaders come to the front and lead the students in a yell. The judge brings out a "spiritometer"—an instrument for determining the spirit in the assembly, made similar to a thermometer standing about five feet high. The judge declares if the "spiritometer" rises to 100 degrees the student body is not guilty. The cheer leaders lead yells until it does rise to 100 degrees.

The judge then announces that School Spirit has not been murdered but has only been asleep. He gives a good pep talk, and the cheer leaders lead one loud and popular yell.

The band plays the school song and the assembly snake-dances out of the auditorium.

Unfair Competition in Athletics

In football we have a game in which the agility, strength, endurance, skill, stamina, speed and determination of the members of one squad are matched against similar qualities in another squad. How important is it, therefore, for fair competition that the two squads be equal or nearly so as to number? How long are we to continue placing the football squads of one school against the football squads of another school with no requirement at all given to the relative sizes of these squads? When are we going to cease bragging about one team defeating another team when in reality one squad of 40 boys defeats another squad of 20 boys? How can we justify as fair competition the battle of eleven boys against twenty-two boys, or the battle of one boy against two, three or more boys in a football game?—Indiana H. S. Athletic Association Bulletin.

Conservation of Our Resources

THE central purpose of all conservation education is to prepare the individual to participate intelligently in the work of conservation. The real success of such training depends upon the extent to which acquired knowledge is applied in an actual attack upon existing problems.

Pupil activities in conservation should establish a definite connection between knowing and doing. Conservation activities may be carried on as an integral part of units within the regular school courses or they may be extra-curricular in nature. The conservation club as an example of the latter method. Such a club may be devoted to group or individual enterprise. It may be organized around one center of interest, such as soil conservation, or it may be devoted to several consecutive topics such as soils, forestry, and wildlife.

The following activities for the study of soil are suggested for use in either the regular instructional unit or in a conservation club. The few activities here described do not represent a complete study of soil conservation, but are intended to give a general elementary understanding of the nature of the soil. Following this general study, there should be an analysis of the extent to which erosion and cropping have depleted the soil, the factors which are responsible for this depletion, and the methods by which the soil can be conserved and improved. For convenience in carrying out a study program in a conservation club the general topic of soil conservation may be broken into sub-topics such as "organic matter, soil water, factors determining erosion, soil fertility, terracing, strip cropping, contour farming, and rotations.

Conservation activities, whether carried on in clubs or classes, consolidate academic information with practical application, develop initiative in pupils, and encourage a feeling of pride in accomplishment.

1. Organic Matter

Examine the layers of decaying leaves in a woods. Remove the leaves from several spots and examine the soil samples to a depth of about six inches. The brown material scattered through the soil is organic matter. Secure similar samples from a field that has been in crops for several years. How does the soil from the woods compare in color with the soil from the cultivated fields. What, then, is one result of growing crops on land? Rub between the fingers of one hand a small amount of soil from the woods. With the other hand do the same with some soil from the cultivated field. How do the two soils compare as to their "feel," or texture?

EVERETT F. EVANS

Superintendent of Schools,
Huntsdale, Missouri

2. Water-holding Capacity

Put an equal amount of each soil in a test tube and pour water slowly into tubes until each has absorbed all that it will hold. Keep a record of the amount of water put into each of the test tubes. Which soil holds the more water? Why?

3. Mineral Content of Soil

Burn a small quantity of soil until all of the organic matter is destroyed. The soil must be subjected to very intense heat for several hours. A small porcelain crucible placed on a ring stand over a gas burner or an alcohol lamp may be used for this purpose. As the burning proceeds what color changes do you note in the soil? The soil should be weighed at the beginning of the experiment, and the remaining mineral matter should be weighed after burning has been completed. To determine the per cent of organic water in the soil subtract the weight of the mineral matter from the weight of the original sample and divide this difference by the original weight of the soil. For example, if twenty ounces of soil are burned and sixteen ounces remain, then the amount of organic matter in the sample would be four ounces. Therefore, the soil described in this example would contain 20 per cent organic matter.

4. Formation of Soil From Rock

Visit a limestone ledge and examine the material which accumulates at the bottom. Also examine the material between crevices of rocks. What is this material? How has it been produced?

5. Soil Weight Comparison

Compare the weight of samples of given volumes of sand, clay, and loam. A given amount of sand—let us say 200 cubic centimeters—may be balanced against the same quantity of loam. In the same manner, clay can be compared with sand and loam. How do the three kinds of soil compare in weight? A magnifying glass or hand lens may be used to study the comparative size of the particles of the various soil types.

6. Gravel Content of Sand

Using a piece of fine screen wire for a sieve, sift some sand and note the pieces of gravel which remain after the sand has passed through.

7. Percolation

To illustrate percolation, fill one test tube with loam and another with clay. Leave about an inch of space at the top of each test tube. Fill these spaces with water and note the downward movement in each. Continue refilling the spaces until the water has reached the bottom of each tube. Which soil permits the water to pass through most rapidly?

In which soil does percolation proceed most slowly? What is the relation between the size of soil particles and the rate of percolation?

8. How Cultivation Affects Absorption

To illustrate the effect of cultivation on the rate at which soil will absorb water, perform the following experiment. Remove the grass from two spots close together and each about two feet square. Loosen the soil in one square by using a spade or hoe. Pulverize the soil thoroughly. Using a cup or water sprinkler, pour water slowly on the square which has not been cultivated. Note carefully when the water begins to run off. Now apply water to the other square which has been loosened, and note how much water is absorbed before any water begins to run off. Which of the squares absorbs the more water? Why?

9. Capillarity

The capillary movement of water may be demonstrated in the following way. Fill one test tube with sand, one with loam, and one with clay. The tubes and soil should be dry, and the soil should be fairly well pulverized to avoid lumps. The test tubes should be filled until the soil begins to roll off the tops, so that there will be no air space. Tie a small cloth around the mouth of each test tube and insert the tubes upside down in a glass of water. Note the rise of the water in each tube. In which one does capillarity proceed most rapidly? Most slowly? How does the size of the soil particles affect the rate at which the water moves upward? Fill a test tube about half full of fine, dry loam. Next, put in about an inch of lumps about as large as the end of an unsharpened pencil. Finish the tube with a fine loam, tie a cloth over the mouth of the tube, and insert in a glass of water. What happens when the water reaches the lumpy soil? How does this illustrate the value of having fields well pulverized before planting? Capillarity may also be shown by placing a cone-shaped pile of soil in a saucer and pouring a small quantity of water around the edge of the soil. As the soil absorbs the water, more water can be added.

10. Pore Space

To demonstrate pore space, place a given amount of soil—200 cubic centimeters, for example—in a glass cylinder. Using a cylinder graduated into cubic centimeters, pour water into the soil until no more can be absorbed. Keep an accurate record of the amount of

water absorbed by the soil. Divide the volume of water by the volume of soil to find the percent pore space. For example if two hundred cubic centimeters of soil absorbs fifty cubic centimeters of water, the absorption is twenty-five per cent. If it is desired to compare the amount of pore space of loam, clay, and sand, the same amount of each soil should be used.

As water percolates downward through the soil, observe the bubbles which indicate that water is replacing the air in the soil. When water stands on a field the air is driven out of the soil and the condition thus created is unfavorable for plant growth.

11. How Erosion Affects Soil Structure

Secure samples of soil from a badly eroded field and from a field which has never been cultivated. Compare the samples as to texture and color. Which soil is darker? What does this difference in color indicate? Place the same amount of soil into tubes and pour water into them. Which one shows the more rapid rate of percolation? Which soil will hold the more water? Which soil has the smaller particles?

Such activities will suggest others, and our national problem of conservation will become a matter of growing interest. Many clubs can find a conservation phase in their field.

"What Shall We Use for Scenery?"

SOPHIE MILLER
Kingston, N.Y.

TO PUT on a dramatic skit in school involves a tremendous amount of work and worry before the scenery question even comes up. Then when everything else seems to work smoothly enough someone pops up and asks, "What shall we use for scenery?"

Although there are many willing hands there usually is no extra money for the background, although there may be some crayons, chalk, etc., but not even too much of that. Yard goods of even the cheapest grade cost 6 cents a yard and up. Crepe paper and beaver board are out of the question.

Such a situation came up when we were putting on an operetta written around the story of "Rebecca at the Well." A camel, a large well, a bright afternoon sun in one scene and a midnight scene in another were needed. This is how we solved this nearly impossible situation:

(1) From the large department stores we were able to obtain cartons in which mattresses are shipped from the factory. They are

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A Christmas Pageant

"THE BIRTH OF CHRIST" was the theme of the second annual All-School Christmas Pageant presented by the Marysville Junior High School, Marysville, Washington. It presented an entire school of 260 students singing the old familiar carols and some new and very beautiful music. The story of the first Christmas was portrayed in pantomime and song.

Characters in the story—the people of Bethlehem, shepherds, wise men, and kings—were enacted by forty students. These performers in turn sang a carol that told of their particular part of the story. Three boys taking the part of the three kings sang solos, with the group supporting the chorus parts of "We Three Kings." The boys' and girls' choir of eighty voices sang the background music for the pantomimes. This large number of performers attracted a large number of families because of the wide interest of relatives and friends.

This program was presented in the school gymnasium, which is combined with the auditorium with seats opposite the stage. The stage was arranged for the manger scene which was not displayed until the proper point in the story. On either side of the stage were erected large cathedral windows which were constructed of colored cellophane cut in design and glued to muslin. These windows were the background for the choir. A ramp was built leading down from the stage between the cathedral windows. The angels came through the star studded curtain on the stage and down the ramp and performed the pantomime taken from the opera "Hansel and Gretel." Up the ramp when the curtain had opened, went the shepherds, wise men, and kings who were seeking the Baby Jesus. The stage was very simply arranged with a manger and straw. The scene was presented as a tableau with Mary and Joseph near the manger and two angels off to one side.

The choir led the entire cast into the gymnasium at the beginning of the program. While the choir took its place in front of the windows, the other characters remained at one side until time for their part in the story. Each group in turn walked out on the floor, sang its song, and moved off to either side near the windows. At the close of the program the three kings, the three shepherds, and representatives from each group who had gone up to worship the Christ led the way down the ramp, and the remainder of the cast followed after them, walking slowly and silently while the choir sang a vesper hymn. The choir was last to leave the room.

ANN ELLIOTT

Teacher of Physical Education and Social Science, Junior-Senior High School, Marysville, Washington

All characters were dressed in costumes resembling the clothing of the time portrayed, but each group was different from the other groups in some distinct way. The three kings wore tinsel crowns and elaborate robes. Sheets, blankets, and gunny sack tunics were used to good advantage. The choir wore white robes.

The lighting arrangements added greatly to the impressiveness of the production. The program started in complete darkness, so that the stars on the stage curtain which were painted with phosphorous paint seemed to twinkle as the curtain moved. As the opening solo, "O Holy Night," progressed, lights appeared back of the cathedral windows. No other lights were used on the floor. When the curtains opened on the manger tableau, there was no light, and the phosphorescent manger could be seen. Lights were again gradually added as the strains of "Ave Maria," sung by a soloist, died away. The lights faded again at the close of the story, and at the final number, "Silent night," in chimes, there was no light except the stars.

The script for this program was prepared by the Social Science Department. The direction of the work and responsibility of preparation was divided among the faculty of the school. Each group of teachers was responsible for some part—advertisement, properties, costumes, production, and music.

The program added greatly to the students' appreciation of Christmas and gave pleasure and inspiration to parents and townspeople who witnessed the performance. As a good-will project for the school and as an exercise in spiritual guidance, this pageant did double duty. Neither the story nor method of presentation is new but the effect is refreshing each year at Christmas time.

Window details:

Each cathedral window was made up of three sections. The middle section was 9x17 feet, and the side sections were 3x12 feet. All three sections were raised off the floor about 4 feet. One large section was designed with a Madonna and child, the other with a group of angels. The small sections showed a lily design. About fifty commercial size rolls of

cellophane were used to construct the windows. The total cost was about \$16.

Further information will gladly be given by writing to John E. Dixon, Principal, Marysville Junior High School, Marysville, Washington.

A Service Squad for a Junior High

MRS. ELSIE WAUGH MACLEOD

Adviser, Junior High School Service Squad Patrol, Red Bank, New Jersey

WHAT a difference a few years make in our girls and boys! It does not seem possible that the present "Junior High Service Squad Patrol" is made up of the babies from the kindergarten of only a short time ago. Yet, there they are, assuming the responsibilities of our principal and teachers, for they have charge of eight hundred students passing to and from their various classes, also at recess, morning, and noon hours. We are proud of these students, too, for they are leaders, training for citizenship.

Let me outline for you our procedure. A few years ago, I was asked by my principal to assume the responsibility of forming a "Service Squad." Each home room teacher was asked to participate by having his, or her, class elect members for service.

In choosing these students these factors were stressed: good *esprit de corps*, capability, dependability, trustworthiness, habits of courtesy, diplomatic methods, co-operation, alertness, pleasant personality, physical fitness, responsibility, punctuality, and loyalty.

After twenty students were chosen, we had a general meeting. At this meeting four captains and four lieutenants were chosen. The remainder were privates. Each has his own task to perform. If a captain's vacancy occurs, the lieutenant who earns it may fill it, and a private who has not had any marks against him for any offense may take his place. This promotion is by vote, also. Vacancies anywhere throughout the squad are filled in this manner. New members' names are brought up for discussion at the meetings and, if passed by the squad, the teachers, and the principal, are properly initiated. Each member has an arm-badge—the captains and lieutenants' badges different from the privates'.

Each Thursday from 1 to 1:35 the squad has a meeting. Each member is asked to take back to his home room a summary of what is discussed at such meetings. Thus the whole student body benefits. Constructive criticism from each room is gratefully received by the squad and discussed at the meetings. Each

teacher is asked to speak to the group and assist in any way he or she can. There are twenty-seven teachers; therefore the students are exposed to varied helpful instruction.

In September and June an assembly program is presented in the auditorium by the squad in order to bring before the whole student body the purpose and need of character training for citizenship. Each member takes part. It is similar to a round table discussion. Such topics as these are discussed.

Making Correct Decisions
Traits for Success
Criticism as a Stepladder
Duties of the Service Squad
Co-operation
Appreciation
Making the Most of Your Life
Boss of Emotions
Leaders
Citizenship
Our Friends
Ideal Experiences
School Spirit
Duties to Others

Some of the duties of the Service Squad:

1. Post signs stressing the main topic for discussion at home room periods:
Clean Up Week
Courtesy Week
Punctuality
Good Resolutions
Success, etc.
2. Check running in halls, yelling, and lateness for classes.
3. Meet and greet strangers entering the building.
4. Direct traffic in halls.
5. Carry books, school materials, etc., from one room to another.
6. Keep floors free from paper, etc.
7. Check temperature and lights.
8. Open windows, fix shades, etc.
9. Assist with morning exercises.
10. Check quarrels on school ground, accidents, etc.
11. Guide new students or groups of students until they are acquainted with new situations.
12. Introduce visitors to teachers and classes.
13. Help the younger students.

A bowling team was organized from the Service Squad, and theater parties and visits to other schools were enjoyed.

If you wish to see a group of happy youngsters, ages five to sixteen, living together in harmony, guided by a fine group of junior high school leaders, each with a task to perform, very busy about it and "growing up" to be good citizens, we have them here at River Street Junior High School, Red Bank, New Jersey.

Initiation of a Hobby Club in the Elementary School

FOR THE past six summers, it has been my good fortune to spend two months on Lake Winnipesaukee, in the White Mountains of New Hampshire. For seven days of each week, I spend my working, playing and sleeping hours with a group of eighty city boys, and twenty-two co-workers in an atmosphere of peace, and communion with nature. As I recall the zest of living displayed by those youngsters for twenty-four hours a day, and compare it with the atrophied life of similar boys in the five stilted hours of formalized education for five days a week, I often pause to see if I can ascertain why such an incongruity is possible in this our present day world.

Gradually I am recognizing the signs which seem to me the key to the difficulty within our own school system, which are suggestive of the ways in which our own program may be revised. One of these openings came, when I entered my social studies class in 8R. A number of the boys were busily engaged in looking over a copy of 'Aero-Digest'. My course of study for that day was 'tariffs'—but what did that have to offer to fulfill boy's interests centered on model planes, and why the one cylinder motor of Joseph failed to lift his Seversky off the ground? It was a simple matter to discuss the air supremacy of nations of the world, together with reasons why nations maintained expensive military establishments; all of which were tied up with nationalism and tariffs. Yet even its presentation in that light was by no means an experience so vital that it became a part of their life.

From this embryonic state, has been gradually formulated a plan for meeting real boys' interests in a manner similar to that which I have found successful in summer camp work. Both the principal of our school system and the board of education have agreed to the initiation of a program of a hobby club during the lunch hour period and after school. They have likewise agreed to allow us the use of a large vacant basement room for a work-shop, and to provide a modest amount of tools and supplies to inaugurate the program.

The North Merrick School is located about one mile from the railroad station in a suburban community about twenty miles from New York City. It consists of an old building containing classrooms, a medical room, a nurse's office, library, the principal's office, and a small combination auditorium and gymnasium. Two new wings contain eleven new class-

ARTHUR R. OLSEN

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New York*

rooms, the board room, and a second large combined gymnasium-auditorium. One of the wings contains a basement room that will be available for the use of our hobby group.

Our school consists of twelve traditional classes in grades one to six inclusive, under separate grade teachers. In addition, there are four junior high school classes in grades seven and eight, with four subject matter teachers who rotate in those classes, plus the physical training instructor and the nurse who teaches health education.

The school equipment consists of a 16mm sound motion picture projector, a slide projector, 2 pianos, and a radio. One room is equipped for science instruction, another is especially equipped for art work, and there is a small kitchen adjoining the lunch-room. The office has a mimeographing machine, a ditto duplicating machine, and a typewriter, all available for activity use if desired.

The teaching staff consists of twelve subject, or grade, teachers for an enrollment of 450 pupils. Other faculty members are the school nurse, the physical education instructor, and the supervising principal. Outside representatives on call when needed are the school doctor and the attendance officer. Many of the teachers have outside hobbies, but are not licensed as special class, or special subject, teachers.

The community members are composed of middle-class American families, with the men commuting to New York City. About five per cent of the community is engaged in truck gardening or horticulture. About five per cent of the community consists of foreign born parents, and the number of families on relief comprises three per cent of the total.

The school has a Parent-Teacher group with about 50 members. The only business activities in the community are two taverns, two gas stations, and about eight small stores.

THE UNDERLYING PHILOSOPHY OF THE PROGRAM

As a suggestive definition, one might term a hobby as a persistent pursuit or subject deviating from the normal of life entered into through personal desire for the purpose of pleasure or because of personal interest. In the light of this definition we can readily break down the essential elements of the hobby as follows:

1. A hobby is opposed to that of a vocation because of attitude. In the latter, the primary purpose of work is to secure necessary needs; whereas in the hobby the work which may be entailed therein is for pleasure or the satisfaction of some inner urge.
2. A hobby is essentially personal rather than social, with each individual fostering or developing the hobby or one phase of it which he most enjoys.
3. The hobby is not transient, a fad, but is a permanent interest which continues over a long period of time and is constantly growing.
4. A hobby has depth and invariably deviates from the normal of life, even though it may at times be used as the basis for an occupation.
5. The hobbyist tends to perfect his hobby toward an ultimate goal of perfection.
6. The basis of social adjustment or the formation of friendships frequently evolves from the use of a hobby which in itself is a personal quantity.
7. The true hobbyist rides his hobby because of personal desire, rather than by its imposition on him.

A second phase of the hobby deals with generalizations as to the types of hobbies. They may first be grouped as to indoor types—jewelry making, stamp collecting, portrait, ping pong—or into outdoor types—tree surgery, butterfly collecting, marine painting, baseball. Either of these two subdivisions comprise the four separate classifications of constructive, collective, aesthetic, or recreational hobbies.

The third phase of our discussion concerns the inter-relationships of the hobby and the school. The following ten principles are offered here as criteria in evaluating such inter-relationships.

1. A hobby club should be formed only when desired by pupil initiative and continued for that length of time that it meets specific pupils' needs.
2. The hobby club should consist of many pupils, even though they may be engaged in widely diversified pursuits.
3. Pupil patronage although following varied pursuits creates a common bond of friendship or makes social contributions to the group.
4. Any pupil hobby, if worthwhile, should be permitted in school time, since elementary school education is essentially life itself.
5. Guidance and direction of the hobby club should be under teacher or community leader supervision.
6. The school day or program may need revision as to content and length to provide for children's interests.

7. Where competent guidance is lacking, a solution may be the employment of additional staff members to serve that need.
8. Hobbies and children's interests should receive emphasis according to a natural grade placement.
10. The pursuit of hobbies in the school is determined by the environment of the community itself.

The fourth phase deals with the values of a hobby program. These may be briefly summarized as:

1. The development of wholesome attitudes.
2. The utilization of leisure time pleasantly.
3. The satisfaction of the inner urge.
4. The development and fostering of creativity.
5. The acquisition of appreciation for beauty, rhythm, etc.

LAUNCHING THE HOBBY ACTIVITY

Our proposed plan for launching the hobby activity will be undertaken when the basement room which is to be used for our activity work is completed. This room will have adequate heating, lighting and ventilation. At present, we will have the use of three work benches of a temporary nature and one purchased bench outfitted with two good vises. Closet space is to be made available for materials, incomplete or completed work, and for storage purposes. The tool racks will be completed by the members of the hobby group as the various items are purchased.

Our early stages will consist of bringing into school incompletely craft projects which have been started at home. These are mostly airplane and boat models. As they are completed, pupils who have a previous knowledge of tools and their use will be permitted to engage in activities using wood, plastics, metal, leather, etc. as media. For the benefit of the pupils who have not this previous knowledge, instruction will be offered to acquaint them with tools, media, and their uses.

The hobby room will also contain a reference shelf of books, periodicals, and work sheets dealing with crafts; thus making them immediately accessible for pupils' use. This method offers fuller range to participants than does a static program which requires all the pupils to engage in the same project or in the same medium at the same time, with an added advantage of meeting difficulties encountered in not having large quantities of tools on hand for one specific type of craft work.

The workshop will be available for use daily from 12:30 to 1:00; from 3:00 to 4:00; and before school hours, with the club sponsor of the activity in charge. It is hoped that some provision can be made to have the shop open as well on Saturday mornings, and at

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All School Assembly

AN OUTSTANDING editorial "Conscription of Drama" appears in the November issue of the *High School Thespian*. If this editorial could be read by every teacher and by every junior high and every high school student in this country, a series of assembly programs, the like of which this democracy has never seen, would go far toward Americanism and so to the strengthening of our democracy.

The purpose of the above mentioned editorial is twofold. The one is to show how drama is at its best when countries are relatively free from war, and the people are free to devote themselves to the study and creation of things beautiful. The other is that we, being clearly aware that our own country is imperiled from within and without, must of necessity employ the drama to strengthen and defend our way of life, our traditions, and our democracy. This latter purpose is that one upon which we, as educators, should concentrate at the present time, projecting this purpose into some phase of each of our contributions to assembly programs.

There is no more appropriate month than December in which to present such a series of programs. Peace should be the underlying theme. Each factor which makes for real and lasting peace must be studied, then presented with such sincerity that both participant and audience will appreciate these factors and be willing to work for them.

A patriotic play, or one dealing with history, is not enough. A musical program of patriotic selections is not sufficient. A play or pantomime which shows something of the mighty sacrifice which was made for our liberty, and how vital this liberty is to a true peace, is entertainment which builds appreciation for democracy. A short history or dramatization showing the stirring times which inspired the composition of certain patriotic songs, will not only give zest to the singing of these songs, but will inspire the singers with a deeper desire to perpetuate that spirit which went into the making of these compositions.

Skits which draw a fine comparison between those who have free speech and those who are scarcely permitted freedom of thought will show that there can be no peace without freedom.

Make a thorough study of our present program on preparedness. After the research has been completed, divide the students into groups to create its own form of entertainment by which at least one phase of the preparedness program may be presented. These students will be surprised to find the number of

MARY M. BAIR

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subjects closely correlated with the work which must be carried on in the camps to which many of our boys must soon be going.

Health, foods, various sciences, physical training, and engineering are only a few of the subjects which should have their place on the above mentioned program. Each of these and many more can be presented in dramatic form, showing their place in the defense program and therefore their relative importance to peace.

Make a Christmas Peace Pageant the climax of your series. Bring into this pageant as many students as possible (kindergarten to senior class) and show how each of these is a potential force for democracy—a way of life which when perfected may become a nucleus of peace for all the world.

SUGGESTIONS FOR A "DIFFERENT" CHRISTMAS PROGRAM

Christmas customs and legends can be so arranged in a sequence of pantomime and tableau that the finished program will appear as a pageant of beautiful pictures. There should be two narrators. These girls, robed to represent some of the old madonnas, stand in a Gothic like niche on either side the stage. Each niche should be lined with dull gold or silver. Narrators alternate in telling of the story. A spotlight is turned upon the speaker while the silent niche is completely blacked out.

First comes the story of the Christmas candle. During this telling, girls dressed in white slowly cross stage and light tall white tapers which are placed in brass candelabra at either side.

Narrator Number Two then tells of holly and mistletoe, while a gay but quiet group wearing the costume of old England, festoon garlands here and there.

As Narrator One now tells the legend of the Christmas stocking, children dressed in sleepers come in quietly and hang their stockings on either side the mantel.

As legend of the tree is told, a brightly decorated tree is brought on and placed upstage near mantel. The tree lights are turned on and a glowing star shows at the tip of the tree.

Santa Claus and his reindeer now come on so quietly that no word of the narrator is lost as she tells these old, old legends and weaves

in a story here and there concerning the toys which are being placed about the tree.

Now comes the legend of the Christmas goose and of the plum pudding. As this is told, several children slip in and quietly pantomime their play about the tree. As the two white coated, white capped chefs (one bearing high the tray with the goose, and the other the glowing plum pudding) pass across the stage the children troop out after them.

The story of the Yule Log is the last to be told. Four boys in old English costume drag the log to the fireplace where it is "lighted." As the warm glow (made by amber lights and cellophane) springs up, the four boys stand quietly at center while all those who have appeared in the various episodes come quietly on and take places about the stage.

Slowly the light fades from the niche of the narrator as a soft amber light lights the stage to show an angel chorus crowding in at sides and back. The voice of the narrator dies away as the angel voices mingle with the actors in the carol "Holy Night."

Initiation of a Hobby Club in the Elementary School

(Continued on page 158)

least two evenings each week. Pupil committees will be elected to take charge of the library collection, to clean up the shop, to inventory materials, and otherwise assist in its maintenance.

FUTURE IMPLICATIONS

The Hobby Club will participate in the annual school exhibit to which parents are invited. The group also hopes to hold a sale during the year to raise funds for additions to the equipment and supplies. Likewise, a plan will be organized to have parents visit the club during its working hours. Each of these will be used as a sales talk to have the program added to the actual school curriculum under a trained and qualified instructor, with the expenses of its maintenance a part of the regular school budget.

There is a definite need in our schools to educate the community away from the idea of terming crafts, shopwork, art, music, and other virtually essential educative experiences as fads and frills, or so called "extra-curricular" activities. Our program is a step toward such parent education and toward spreading Dr. Borgeson's definition; "Those activities which are essential phases of the school program and are important avenues for giving the pupils vital fundamental experiences of an educational nature."

Ideals are like stars—we never reach them, but like the mariners on the sea, we chart our course by them.—*Carl Schurz*

What Shall We Use For Scenery?

(Continued from page 154)

corrugated cardboard about 78" x 54" and when slit along the narrow end open up naturally twice as large.

(2) Two such large cardboards fitted nicely into the back of the stage. The boys nailed wooden slats to the back of these cardboards and stood this background up with wooden supports, which they made from orange crates.

(3) Then we made small sketches of the camel needed and squared it off into 1" squares on a sheet of drawing paper. The pupils made the same number of squares only many times larger on the cardboard, in which they carefully copied the camel sketch to scale, thus getting the proportion correct.

(4) They then colored the camel with brown and black crayons.

(5) A red auto license reflector screw was used for the camel's eye, to reflect light and make him seem life-like. A bell was hung around his neck.

(6) The well was then sketched in colored chalk and rubbed down to make it look like smooth rocks. Cheap blue carpentry chalk was used to fill in sky and clouds. The rough brown paper took the crayons and chalk equally well.

(7) When the two large cardboards were set up, a borrowed artificial palm was placed to cover the division. A blue borrowed spotlight gave it the night scene, and a yellow light brought out the hot sunny desert scene.

(8) So the scenery was really all made by the students, without using more than the usual schoolroom materials. Yet it was effective, original and bringing out the creative spirit in each pupil working on the set.

The best defense of a nation is in the spirit of its people. If we are to have a nation that can resist aggression from without and subversion from within, our people must be united in a spirit of dynamic patriotism. To imbue the oncoming generation with this spirit, all educational agencies must make it a major goal.—*Carleton W. Washburne*

Senator Cummings once said, "I am as sure I am right as I was when I was young, but I'm not so sure the other fellow is wrong."

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For the December Party

COSMOPOLITAN CHRISTMAS

Dear Diary:

Today is Christmas. That means that last night was Christmas Eve. It was so exciting. We had an early supper and then were chased up to the study. We could hear paper rustling, Mother and Dad giggling like little children, and heavy somethings being bumped down the stairs. Finally it was time to go down. Grandfather, dressed like Santa Claus, stood by the candle-lighted tree jingling two red and white belled, flannel Christmas stockings. We all marched around the tree, holding hands and singing "O, Tannebaum." Then grandfather said very funny things as he handed out all the presents. Sis cried because she didn't see the white ivory alarm clock she wanted and then it alarmed from way inside the tree. I just love our family Christmas Eve celebrations.

Christmas — unlike the Fourth of July, Thanksgiving, and Whitsunday—is one occasion which is celebrated in all parts of the world. If one could peek into other diaries, one would find that the way in which Christmas is celebrated even in American families differs in many respects. Those families of Italian, French, Swedish, or German ancestry will have certain customs differing from those of Greek, English, or Russian ancestry. These differences have crept in to make our American Christmas a treasured one.

Elaborate plans are made in most schools to bring pupils from American and foreign families together at this time in a spirit of peace, goodwill, and rejoicing. Spirit runs particularly high when the school party makes use of foreign customs in the planning of a novel cosmopolitan Christmas. It becomes a very picturesque and colorful affair as a banquet, dance, or what-have-you type of party, when heed is given to these varying ideas.

1. Serve recognized foreign dishes in a class with Italian spaghetti, Hungarian goulash, Spanish rice, Chinese chop suey, or set the imagination to work on such as Rhine Delight (grape punch), French Soffle, Swedish Succotash, or Danish Delight (pastry).
2. Give place-cards a foreign touch by making slight changes in the names of the guests.

Esther (La) Helene (Helen)
Heinrich (Henry) Liza (Elizabeth)
Jon (John)

3. Have mimeographed copies of varied foreign songs which are readily followed. Those of a Hi-Diddle-Diddle, Alouette, Frere Jacque, or Shingderazza, Boomder-

EDNA VON BERGE

Kiser High School, Dayton, Ohio

azza type are always enjoyed because they are pure nonsense and have an appealing rhythm. It is real fun to twist the tongue around foreign words even if they are not understood.

4. An effective touch is assured if guests are requested to attend in foreign costume, or if the host and hostess committees come so attired.
5. No cosmopolitan affair is complete without folk dancing. Everyone takes part in some dances, while others are presented as exhibition numbers. A splendid booklet, "Promenade," published by the *Woman's Home Companion*, for ten cents, outlines a variety of easily learned dances which a caller studies in advance. Any well stocked library will have folk dancing books including the music as well as directions.
6. Customs which foreign people observe at Christmas time may be included in short talks, with student speakers having a specific country assigned in advance. A suggestion box at hand weeks before the party, invites students to submit their beloved foreign customs followed at their own home celebrations. These are then read at the party. It is usually possible to locate an individual in a community to call upon as a speaker, who has spent a particularly unusual and interesting Christmas in a foreign land.
7. If games become a part of the party activity, those fitting well into the scheme follow:
 - A. Have a display of numerous foreign objects, or simply call them off by name. Guests call off or write out the name of the country from which each object usually comes. Or the reverse procedure may be followed, in which a country is called off and an object for which the country is famous is then listed by the guest.

Rice—Japan	Silk—Japan
Tea—Japan	Linen—Ireland
Coffee—Brazil	Cotton—United States
 - B. Foreign names, words, phrases, foods, songs, or cities are read and guests identify the country they represent.

Tete a Tete—France
Auf Wiedersehen—Germany
Borsch—Russia
La Cucarracha—Spain
Gaudeamus Igitur—Italy

- C. Guests are asked to list as many foreign cities as possible in a limited time, beginning with A, then B, and so on.
- D. A spelling contest of names of foreign cities or countries is bound to create fun, especially when it comes to such as Czechoslovakia.
- E. Post cards, snaps, or travel folders depicting well known foreign scenes are posted along the wall or passed from guest to guest. The idea is to make proper identification. Scenes may include St. Marks Square, London Tower, the Leaning Tower of Pisa, The Lion of Lucerne, Cologne Cathedral, and others.
- F. Each player in a circle is given the name of a foreign city. An announcer in the center calls out the names of two who must then immediately exchange places and prevent the announcer from acquiring a seat during the shuffle. Occasionally one is permitted to call off several cities at one time, or shout the word "Europe," when everyone makes a dash for a new location. The one left without a chair becomes the caller.
- G. Travel agencies accumulate travel folders which often contain foreign maps. These are given free upon request when they become replaced with newer folders. Foreign maps or pictures found in these folders are cut out as puzzles for individuals to assemble in a limited time. For larger groups, players receive only one section to match with others. When a whole map or picture has been pieced together, the resultant group organizes and presents a stunt, or the last group to assemble must pay the penalty by entertaining others with a stunt or foreign song, which they must sing.
- H. For dance, game, dinner, or refreshment partners, boys draw from one set of slips, girls from another in order to pair foreign words or places.

Big Ben
Comin' through the rye

For variation, games listed under letters A and B, may be limited to a few chosen guests who are questioned before others according to the *Professor Quizz* plan.

In anticipation of the party, students secure from people who have traveled extensively, the names and addresses of foreign children. Or they may be gotten from foreign families, from the Y. M. or Y. W., or from language teachers who have contacts or know where names may be secured. The American Youth Hostel headquarters at Northfield Massachusetts, is well prepared to submit names. Pupils may write in sufficient time for the letter to be received and answered, asking the foreign boy or girl about Christmas in their land.

Lasting friendships are cultivated through such a plan.

9. An inexpensive table decoration for either a banquet or for the serving of refreshments consists of evergreen branches arranged on mirrors, with silver and blue Christmas tree balls grouped in the center to give a delightful sheen in candle light.

A fitting close comes with the dimming of all other lights allowing the Christmas tree lights to provide the only illumination, as guests join in singing Christmas carols, either in English or foreign tongue, and ending up with "God Bless America."

IS THAT SO?

Bethie was allergic to something in a camp concoction which was served frequently and rated high in popularity. In spite of all warnings from friends and self-made promises, this Bethie would again and again indulge in generous servings of the delectable delicacy, end up with a violent case of indigestion, and dismiss it lightly with "Umph! These gastronomical spasms are worth it." Now anyone knows that tomato soup, grated longhorn cheese and mushrooms with a bit of onion or garlic sneaked in and then all served hot over toast topped with curly-crisp bacon or French fried potato strips, doesn't need to be dressed up with a fancy name like Ring-Tum-Diddy. A combination like that can stand up on its own merits any day.

But you can't very well call up even your very best friends and say, "Come over for hot tomato soup, well seasoned, flavored with onions, grated cheese thrown in and the resultant mass poured over nice crisp toast." Try instead arousing the curiosity of guests by announcing that you are having a Ring-Tum-Diddy supper, and then promptly hang up before the voice at the other end of the wire spoils everything by making the inquiry, "What in the world is Ring-Tum-Diddy?" Do or die before you divulge the secret.

And what has Ring-Tum-Diddy to do with Christmas? Plenty! It offers an excuse to rally relatives, friends, or schoolmates for a Christmas Eve tree trimming. Very conveniently, this mixture is red, or almost red, so that a green parsley leaf perked on top of the sauce contributes to the traditional red and green color scheme for Christmas parties. Just to make sure everyone present is thoroughly impressed with the color scheme, it is safe to supplement the curiosity-arousing dish with red jello served on a green lettuce leaf. The concoction is so easily, inexpensively and quickly prepared and served for big or little groups and thus a boon to the Christmas weary and the broke.

To make a short-short story shorter—Ring-Tum-Diddy is a glorified, highly rouged Welch rarebit with a touch of imagination, tuning in nicely with the Christmas season.

News Notes and Comments

December Front Cover

1. The Nativity Scene from the Christmas pageant held in the Wisconsin State Capitol as presented by students of East High School Madison, Wisconsin.
2. The Madison, Wisconsin, a Capella Choir, which plays an important roll in the annual Christmas pageant.

The Seventeenth Annual Junior-High-School Conference of New York University will be held on Friday and Saturday, March 14 and 15, 1941.

The theme of this year's Conference will be: *The Junior High School and Total Defense*. The Conference will include a general program on Friday evening and numerous panel sessions on Saturday morning.

The Southern Association of Student Government was held in Tulsa, Oklahoma, October 24, 25, 26, 1940. Fort Smith High School, Fort Smith, Arkansas was president; Harlindale High School, San Antonio, Texas, vice president; and Central High School, Tulsa, Oklahoma, Secretary-Treasurer and Host.

Outstanding features of the program were: extensive student participation; a lecture by Judge Camille Kelley, Judge of the Juvenile Court at Memphis, Tennessee; the presence of Mr. H. V. Church, Chicago, Illinois and his conferences on the National Honor Society; entertainment by the Bacone Indians of Bacone College, Muskogee, Oklahoma; and a banquet speaker, Mr. Chas. T. Evans, Arkansas Power and Light Company, Little Rock, Arkansas.

Important points to keep in mind for the membership of Future Teachers of America (F.T.A.) an organization which seeks to encourage the proper selection and professional training of teachers. If interested write Joy Elmer Morgan, 1201 Sixteenth Street, N. W., Washington, D. C.

Rifle Tourney Open to Students

With hundreds of clubs throughout the country expected to participate, plans are under way for the first annual William Randolph Hearst junior rifle trophy competition.

Any five-man team in the United States, whose members have not reached their nineteenth birthday and are not competing for the Hearst R. O. T. C. trophy, will be eligible to enter.

Matches are to be fired between March

3 and March 9, and entries must be received by Ed Moore, 220 South Street, New York City, before January 31.

A Christmas Playlet in Two Acts

Footballs and Powder Puffs, by Anna Manley Galt. Here is a 15-minute play that uses 4 boys and 5 girls, can be produced in a few days, and fits any program at Christmas time. Its plot is interesting. Its lines are clever. Its effect is good. Send 50c for a set of 10 copies. Order from School Activities, 1515 Lane St., Topeka, Kansas.

From Columbia University, Teachers college faculty a manifesto "Democracy and Education in the Present Crisis," emphasizing the need for a clearer understanding of democracy and its implications, and for a greater devotion to it. The pamphlet contains a creed of Democracy as an aid in clarifying its meanings. (\$1.80 per hundred at Teachers college)

1940 Convention of the Federation of Student Councils of the Central States

On October 17, 1940, the student council delegates from five central states convened in Omaha, Nebraska, for the 13th annual meeting of the Federation of Student Councils of the Central States.

The conference theme "We Live" was carried out in the general sessions in two addresses by an inspirational speaker, Dr. Harold Lancaster, of Ottumwa, Iowa.

Dr. Fred B. Dixon, Columbia, Missouri, made the theme clearly applicable to student council problems by telling the delegates how to evaluate their organizations. Group discussions dealing with the following topics were conducted:

1. Aims and Objectives of the Student Council
2. The Student Council and Democratic Responsibility
3. Methods of Selecting Council Members
4. Student Council Activities in Promoting the Niceties of Life
5. The Student Council's Part in Regulating Student Participation in School Activities
6. The Student Council and the Community
7. The Student Council and School Publications
8. The Work of the Student Council in Promoting a Balanced Activity Program
9. "Selling" the Student Council to the Student Body

10. Social Activities Sponsored by the Student Council

11. Student Council of the Future

Plans for next year's convention were laid, and Wichita, Kansas, was chosen as the convention city, with Wichita High School East as the host. The head of the Wichita council will be president of the 1941 meeting, and the vice-president will come from Columbia, Missouri. The secretary will be a representative from Webster High School, Tulsa, Oklahoma.

Bucklin held its fourth annual Invitation Play Day, Saturday, October 19, with the following Kansas schools attending: Coldwater Senior High and Junior High, Meade, Dodge City Junior High, Jetmore, Kingsdown, Ford, Spearville, Fowler, Bloom, Bucklin Junior High, Mullinville, Protection, Minneola, and Ashland.

The day was planned as a "Day with Byrd at the South Pole." The girls were divided into teams called Huskies, Penguins, Petrels, Ducks, Whales, Seals, Bears, Walruses, Fishes, and Reindeer. The group activities participated in were—volleyball, tenikoits, shuffleboard, pateca bird, archery, and soft ball. During leisure time horseshoes, table tennis, and box hockey were played. The entire group participated in an hour of folk games. A stunt was given by each school at the afternoon program.

The climax for the day was a banquet in the evening, served by the Christian Church at the Hotel Annex. An Aurora Australis and an igloo were built at one end of the banquet room and spot lighted. The program consisted of a reading, "The Eskimo," by Iris Bisbee; a stunt, "Spirit of the Arctic," by Wynona Birney and Valeda Mae Birney. Nickelodeon music was played during the meal. Each town had chosen a health entrant to represent them. Miss Hope Blackburn, health nurse of Ford County, made the examinations. Anna Mae Evans of the Dodge City Junior High won the gold cup, which was presented to her at the banquet by the Bucklin G. A. A. president, Margaret Belle Barker. Miss Evans had a score of 100 points. Team awards were pictures of the Byrd Expedition furnished by the sponsors of the expedition.

Audio-Visual Conference Stresses Teaching of Americanism

The use of motion pictures, radio, recordings, lantern slides and other audio-visual educational aids in teaching Americanism was a principal topic at the fourth annual Southern Conference on Audio-Visual Education, which convened at the Biltmore Hotel in Atlanta on November 14, 15 and 16, 1940.

The three-day Conference program included an afternoon devoted to showings of new educational motion pictures; several sessions in

which talks, demonstrations and film showings were intermingled; and an afternoon of specialized group forms in which educators met with technicians and experts for informal discussions of mutual problems. Interspersed throughout the three-day meeting were showings of new Technicolor films designed to teach Americanism.

"Monster" Harmonica

The Franklin Boys' Club (Indiana) harmonica band now plays the world's largest harmonica, developed by Charles Goldsmith. The instrument is made of finest steel. The frame is wood. The harmonica is connected to an eighty-four-inch phonographic tone chamber and requires six persons to play. Six sound boxes hold different types of harps. Mr. Goldsmith got his inspiration from the sound chambers of a player piano.—*Boys' Clubs*

School Activities readers are invited to send in such photographs of students engaged in their activity programs as might fit the need for cover page illustrations.

"Of the debates between 'slightly larger' schools and 'slightly smaller' schools, 54 per cent were won by the 'slightly larger' schools. Of the debates between 'much larger' and 'much smaller' schools, 58.5 per cent were won by the larger schools."—William P. Halstead, "Who Wins Debates?", a statistical study of the Michigan league, published in the Quarterly Journal of Speech for June, 1939.

AVA Convention in San Francisco

Because of the intimate relationship between vocational training and the national defense in the present emergency, the annual Convention of the American Vocational Association in San Francisco, December 16-18, is attracting more than usual attention. Plans as announced by the AVA embrace a complete survey of conditions un-

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der the theme, "Vocational Education for Preparedness, Protection and Peace."

Immediately preceding the convention will be the annual meeting of the National Association of State Directors of Vocational Education, on December 13-14, and of the National Association of Industrial Teacher Trainers, on December 15.

Soap Sculpture Competition

The Seventeenth Annual competition for small sculptures in white soap has been announced by the National Soap Sculpture Committee, 80 East 11th Street, New York. This contest will close May 15, 1941.

Cash prizes totaling \$2,200 will be awarded in three classes—advanced amateur, and reproduction awards. Instructions, entry blank and other news of the competition may be secured from the Sculpture Committee.

ASCAP Offers \$1,000 For Amateur Musical

An annual award of \$1,000 for the amateur musical play adjudged by the National Theatre Conference as the best work of the year has been established by the American Society of Composers, Authors and Publishers (ASCAP).

Entries for the 1941 ASCAP award must be submitted not later than July 1, 1941, to Professor Barclay Leathem, Secretary of the National Theatre Conference, Western Reserve University, Cleveland, Ohio. There must be a typed copy of the libretto, including stage directions, and a separate copy of the music, piano score only being sufficient. To maintain the strictly amateur character of the contest, it is stipulated that a work already presented professionally is not eligible, although an amateur performance of the play is not a requirement. All rights in the competing works remain the property of the creators. ASCAP will undertake to have the winning entry considered by commercial producers of stage and screen.

Exchange Assemblies in the Border Cities League

(Continued from page 140)

Twice each year these programs are carried to the various schools from each school, making up complete assembly programs. Short plays, instrumental and vocal numbers, demonstrations, monologues, tricks, short operettas; all these and many more have been included in the repertoire.

I can only speak for my own school, but I know there are many values in these assemblies. First, the students have the worth-

while experience of planning what they are going to take to the other school and the joy of working out the plans for the whole program. Second, the students at home have the chance to preview the acts that are being sent. Third, there is a growing respect for the abilities of other schools, even though they may not be such a dynamic threat on the gridiron. And fourth, here is a carefully planned assembly that truly represents the student rather than some commercial company's conception of what students are interested in.

Truly, here has been a student planned and executed project that has had far reaching results among the schools that are trying it. One can even note a better feeling between schools during athletic contests. There is more respect, more understanding. It represents a project that could be tried within any group of schools that lie within the same general vicinity.

"You have known persons who started out in youth with a soul like a sword—keen, and bright, and uncompromising. Then came what Shelley calls 'the contagion of the world's slow stain.' That comes to most of us."—Channing Pollock.

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Questions from the Floor

BY THE EDITOR

- If dancing is looked on unfavorably by the community, but is not against school rules, should students be allowed to dance at school social functions? *Hope Jones, Drakesboro, Kentucky.*

This question arises time and again. We know what will happen in your community—the anti-dancing feeling will lessen and disappear as the older folks pass on and as the younger take their places. And it will not be long until dancing is the "order of the night" at your social functions.

However, it is not advisable to force this development. A little pressured haste would probably result in an unfavorable community reaction, and perhaps a board ruling prohibiting dancing at school affairs. Once passed, such a regulation would be a severe handicap for some time because no board likes to reverse itself or former boards.

As we have said before, we believe that any such anti-dancing feeling is stupid and detrimental. It is no longer a question of whether or not the students will dance—THEY WILL; rather it is a question of WHERE they will dance.

The school setting is nearly perfect for a respectable dance—the floor is good enough, no liquor is sold, no rough-housing is permitted, no disreputable characters are allowed to attend, the students understand and appreciate that they are responsible for future school-dance policies, the parents are usually present, conveniences—rest rooms, drinking water, cloak space, etc., are handy, and the general atmosphere of the place is highly respectable.

- Discuss the characteristics of a good Physical Education Library. *Thomas Swilley, Boynton, Florida.*

This is a "tall order" for our limited space. However, we believe that a good Physical Education Library has about the same general characteristics as a good Music, Science, or other type of library. Briefly, we would suggest that it should contain books on (1) biology and the anatomy and physiology of the human body; (2) the theory—history, philosophy, and psychology of physical education, with probably some text on comparative systems, methods, and materials; (3) recreational methods, games, stunts, etc.; (4) safety-first and first aid; (5) gymnasium and field activities both formal and informal; (6) corrective and remedial work, procedures, and materials. Other suitable material would be (7)

popular literature, both nonfiction and fiction; (8) the magazines related to the field; (9) catalogues of equipment and supply manufacturing companies; (10) pictures, graphs, cartoons, models and other illustrative material. If projectors are available, we would add (11) slides and films.

- How would one be justified in padding credits with credits for extra-curricular work when the state requires other credits? *Paul L. Fisher, Womelsdorf, Pennsylvania.*

There is no reason why appropriate work in dramatics, trips, clubs, newspaper, athletics, and other activities should not be credited to the subject to which it pertains. As special projects, individual contributions, laboratory work, etc., and other similar bases this is now done in many schools. No state course of study is so inflexible that some relatable eca activities cannot honestly be accepted as a part of it.

Of course, there are the practical difficulties of what shall be so credited; the amount of credit allowed; the standards used to evaluate it, etc., but these difficulties have been and are being solved in a great number of schools.

This practice is justifiable—it does not represent "padding."

- Is it ethical to grant the student body a holiday (or half-holiday) on April first? *J. M. Haynes, Charleston, Arkansas.*

The official school holidays are designated by the educational code of a state, or by constituted state authority. The local authorities are allowed some leeway and, if necessary, may designate additional holidays—BUT, normally, such time may not be taken from the total number of days of schooling as set by the state department or code. Since an April First holiday is hardly necessary, and because it is not included in the state's official holidays, the time taken out for it should be made up. Otherwise it is unlawful.

We know that many schools take such holidays, often on the slightest pretext, and we doubt if the missed time is ever made up. One could not only make a good case of unethical behavior out of such a practice, but he could, if he were of the mind to, make a rather nasty local mess by actually forcing the school to make up the time lost.

Such traditions as "Old Clothes Day," "Wearie Willie Day," "Hobo Day," "Baby Day," "Hick and Ham Day," and others of a

similar nature are still to be found in some schools, and naturally they disrupt school work. However, legally, the school is in session.

● *How many clubs should be scheduled in a high school that is introducing clubs for the first time? Thomas C. Huckabee, Uniontown, Alabama.*

There are two plans: (1) begin with a "large" (relatively) number of clubs, so that even if some do fail, there is a strong probability that some will be successful; and (2) start with a small number of clubs and select, organize, and promote these very carefully.

We favor the second plan. It represents natural growth—start small and grow big. Certainly it is better than to start big and grow small.

The first plan may have the advantages of attendant publicity and main force to carry it along for a while, but initiating the club program is not even half of the story.

In general our answer would be to begin with as few clubs as possible, depending on the size and interests of the student body and faculty, the number of periods and meeting places available, etc., and nurture these painstakingly, learning all the while. When these few are well established, say the following semester or year, add another club or two. In three or five or seven years the school should have a club program of which it can be proud.

However, it is well to remember that such a program must be developed continuously. Clubs are dropped as they begin to "peter out," and new clubs are added as the demand for them develops.

● *In a traditional system where elementary science is not taught, should a science club be formed in order to care for this deficiency in the curriculum? E. T. Sheldon, Wanamaker School, R.F.D., Topeka, Kansas.*

It is our opinion that such a club would be very helpful, and we'll guess that it would be exceedingly popular. Of course the question immediately arises concerning membership—would pupils be required to join it? If so, several rather serious practical difficulties would present themselves. We'd favor scheduling it and making it elective.

● *Should a County Basketball Tournament be held to determine the championship team after the regular season of games has been played when the real motive is financial gain? Edwin W. Chittum, Middlebrook, Virginia.*

We can see no justification whatever of this somewhat common practice of staging a county championship tournament following the close of the regular season, if each team

has played all of the other teams. As you imply, such tournaments are usually staged for financial reasons, and most frequently by a town that has had a very successful season. But in no sense should they be classed as "County Championship Tournaments"—they are not: they are "Invitational Tournaments."

Incidentally, there is much opposition to these events, largely because of the size of the schedule a team must play—two or three or even four games a day, or on successive days. Basketball is a very strenuous game, and health officials are decidedly against such concentrated playing.

Too, we doubt if any team can play the game of which it is capable throughout any such schedule. And we are pretty sure that athletes who do play in such a tournament are "burned out," "washed up," and worthless for several days following the event.

● *What type of commencement would be appropriate for the promotion of students from a junior high school to a senior high school? Mrs. C. Parker Poole, Fayetteville, North Carolina.*

The simplest type possible, and one that stresses PROMOTION only.

Pardon us, if we object to your use of the term "commencement." This expression is commonly but erroneously used to designate either the graduation or the promotion program. As a matter of fact, it represents the ENTIRE schedule of events of the commencement week or season—graduation, baccalaureate, alumni day, senior banquet, athletic events, etc. "Graduation" refers to the senior high school and college event, and should NEVER be used in connection with the eighth grade or junior high school ceremony because it implies finishing or completing. These pupils are not finishing or completing their education—they are merely being prompted from one section of it to another. True, neither, necessarily, is the high school or college grad-

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uate. However, these graduates have reached the age at which they can, legally, drop out of school. The eighth grader and the junior high school pupil, normally, have not.

Obviously, the formal types of addresses used in the high school and college events—valedictory, salutatory, high-sounding orations, and other what-nots, are not suitable for the promotion program.

This program may include a few—the fewer the better—talks by pupils, preferably on subjects relating to their past educational experience, music (of course), an expression of gratification and good luck by the junior high school principal as he passes the class along to the principal of the senior high school, and a welcome, success-to-you from the senior principal. Incidentally, "certificates of promotion," instead of "diplomas," should be awarded.

Many junior high schools have abolished this ceremony, on the basis that it indicates a break in the educational ladder where there should be no break. We believe that there is a place for a program—provided it is simple, sensible, and stresses the idea of promotion.

Dancing—Its Contributions to Social Education

(Continued from page 144)

dancing as seemingly feminine, it is masculine in essence as any of man's endeavors. The implication that dancing is not for "he-men" may be due somewhat to the feminine interpretations given to dancing and adopted as a universal pattern by many dance teachers. Historically, man has been prominent in creating the dance forms of all ages.

Dancing will appeal to boys if it contains elements of vigor, balance, control, and large body movements. Most boys are interested in dances that call for expanded movements, leaping, and jumping rather than small, light, restricted movements. Boys like to demonstrate their masculinity and strength and may be appealed to through this avenue. Useful aids in interesting boys and dancing are pictures of men in costume, folk songs, phonograph records, moving pictures, and stories.

Boys in the "teen" age find themselves handicapped by a lack of knowledge of fundamental steps to take part in social knowledge. Lacking the surety that comes with some practice of the fundamentals of social dancing, they are afraid to venture on the dance floor. Introducing the elements of social dancing in the fifth and sixth grades would be a great aid in obtaining greater participation of boys in social dancing.

Gymnastic dancing of the Scandinavian and Slavic types are especially appealing to boys. The color and rhythm of the Mexican dances should also be used. American dances because

of the simplicity and vigor of the steps find a place in the masculine dance program. In general, boys can be appealed to by allowing a latitude of freedom. Too often boys are reminded about the form of dancing until it loses its pleasure and becomes distasteful. Grace and form should be attained but not at the price of losing pleasure in dancing.

The development of more men teachers coupled with a more masculine approach should bring increased interest in dancing for boys. Introducing social and folk dancing in the lower levels will contribute to greater social enrichment and efficiency on all the educational levels.

The value of dancing to social education lies in its contribution. Succinctly, these include:

1. A contribution to the school program—school subjects, school performances, pageants, and other activities.
2. Providing of grace, rhythm, poise, posture, individuality, and creativeness.
3. Giving a knowledge of social graces and an opportunity to use them.
4. Laying a foundation for greater appreciation of the related fields of art, poetry, music, and dancing.
5. Developing a respect and appreciation of the contributions of other peoples to the dance as well as an appreciation of our own culture.
6. Obtaining a means to enjoy participation in leisure time.
7. Participating in group activities.

It is in the interest of all social economy that we should develop a dance program in the public schools. Its contributions toward character building and desirable social behavior merit its inclusion to a greater extent.

One can be in a situation but not of it. Participation marks the difference between exposure and experience.

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How We Do It

C. E. ERICKSON, *Department Editor*

Archery Association: A Community Project

LESLIE A. STOPELL, Cedar Grove High School
Cedar Grove, Wisconsin

The embryonic idea for this club came from a desire of three people who wanted to try archery. First a canvass was quietly made to find out how many people might be interested. At a second meeting of the originators it was found that those interested numbered eighteen. Encouraged by this reception, they seriously went about the business of laying a foundation for such a club. The next three meetings were devoted to making a constitution. One of the most vital requirements for membership was that each person must complete one bow and six arrows and shoot them, to obtain full club privileges. In this way we had only those truly concerned. It also proved to be one of the most pertinent objectives, in that it fulfilled the creative desires evidenced by the members.

At the first meeting only ten people were present. Copies of the constitution were distributed, and the meeting was open to the discussion of it. Objectives and possible activities for the association were discussed. We did not form the association at this meeting but each one present signified his intention of returning one week later. In the meantime members were to consider any problems they thought might grow out of such an association, also the matters of housing the club, obtaining equipment, officers and expense.

Twelve people were present at the second meeting, willing to adopt the constitution to bring the association officially into existence. A room in the school building was found suitable for an indoor shooting range. Officers elected consisted of two teachers, a business man and woman and a high school student. It was found we could obtain desirable equipment for about \$1.75. Dues amounted to another \$1.25, which made the total cost of \$3.00 per member for the year.

We had two plans for making the equipment. Work benches and tools were available at the school, where the club met bi-monthly. Members also utilized home work shops. No business meetings were attempted for the first four meetings. They were intended merely to get the people working together and to give the slower ones a chance to get help. At the end of this period the more adept ones were ready to shoot their bow and arrows. We gave them the privilege of working out the details of the range. When this was com-

pleted, most of the twelve were ready to use it. At a regular meeting we worked out rules for the use of the range and our responsibilities for the use of the school property.

As we went along we had "growing pains," but all problems were discussed in regular meeting, and opinions of all were considered. The executive committee, composed of the officers, took final action on all matters that did not require a vote of members. We found that there were people in the community who did not care to be active members but who had valuable resources of materials they were glad to give. The club was fortunate to have such friends. The members did not stop with the construction of the bow and arrows but made almost all of the accessories that are needed. If anyone suggested buying equipment he was greeted with, "Well, why don't you make it?" He did!

No attempt was made at any time to solicit additional members. If a member was approached with questions about the club, he invited the inquisitive one to attend the next regular meeting. In six months our club had a membership of thirty-two. We moved out of doors and faced the problem of making a suitable outdoor range. The executive committee took care of this responsibility. In addition to the actual activity of shooting and contests among club members we have social activities such as picnics and contacts with other clubs.

The club I feel has fulfilled the following objectives:

1. Satisfied the creative urge of each member.
2. Brought together people of all ages and occupations.
3. Afforded a community recreational need.
4. Gave recognition to individual interests and abilities.
5. Has not made the cost of taking part too severe.
6. Stressed the exercising of safety in activity.
7. Gave teachers an opportunity to show the community that they could be of value outside their school duties.
8. Displayed living-here-and-now democratic procedures in club activities.
9. Expanded only when necessity and finances permitted.
10. Taught members the fundamentals of archery.

The writer has made no attempt to list materials and places where they may be obtained. He feels that in so doing much enjoyment

and practical experience would be lost. You who try to organize such a venture will find much satisfaction in seeing an idea develop into a vital growing thing. Use your initiative-imagination-plan carefully—don't lose faith! It's hard work but worthwhile.

Some Aims and Procedures of a Weekly Newspaper

JAMES J. JELINEK, Advisor,
Kewanee K Chronicle, Kewanee High School, Kewanee, Illinois

The work of the Kewanee K Chronicle is an experiment in student self-direction. The sixty staff members, who are all members of the journalism classes, determine the policy of the newspaper and elect members of an editorial board to direct their publishing procedures.

The platform of the newspaper which has been formulated for use this year sets forth objectives which are basic to the staff's selection of news and editorial write-ups to be used for publication. This platform is as follows:

1. To interpret school activities for the student, parent, and community.
2. To promote school spirit.
3. To inform and entertain the school.
4. To promote worthwhile activities and be a constructive influence.

The editorial board which directs all publishing procedures and is elected by the staff consists of the Editor in Chief, Managing Editor, Associate Editor, Spot News Editor, Beat News Editor, and Business Manager.

Should there be any need for a change before a regular staff meeting, any proposal or suggestion for a change in policy desired by an individual staff member is put in the form of a written statement and signed by fifteen members of the staff. This statement is given to the editorial board which decides whether:

1. The change is of sufficient importance to call a special staff meeting to vote upon the statement.
2. The change should be made effective by the board itself.
3. The suggested change should not become effective.

The Board can be overruled by a statement signed by a majority of the staff members.

This procedure is simple and rapid enough to be effective for a weekly newspaper. Its chief objective is to maintain a democratic method in which dictation of rules by an advisor or editor is taboo. Freedom of speech in staff meetings as well as freedom of writing in articles presented for publication along with a corresponding acceptance of responsibility is a major objective of the staff.

At the beginning of the year students were elected to cover specific "beats" (definite sources for news such as organizations and scheduled school activities). Each staff member turns in two articles for each publication of the newspaper. These include his beat news story and a spot news story, one which is not specifically assigned.

The advisor considers his chief responsibility to be that of assisting each student to become effectively oriented in situations which confront him now and to plan his future through a consideration of his needs, interests, abilities, opportunities, and social responsibilities.

Hood School Service Council

DOROTHY DEE BAILEY, High Fourth Teacher
John B. Hood School, San Antonio, Texas

John B. Hood Elementary School in San Antonio, Texas, has an active functioning service council. It is the outgrowth of the need for a unified organization among patrol boys and girls, Junior Red Cross work, safety, and fire-prevention measures. The school has twenty-two classrooms from pre-primer through high fifth grades with over seven hundred Latin-American, Italian, Assyrian, and Chinese children enrolled. The Hood

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School Service Council is composed of twenty-four delegates from high fourth through high fifth: twelve boys and twelve girls, each elected by majority vote from his own and her own classroom. Since its beginning three years ago, I have been the faculty sponsor of the organization. At the first council meeting of the school year, a patrol boy captain and a service girl captain are elected. The term *service girl* is used, rather than *patrol girl*, since the girls do not patrol the corners. The captain of the patrol boys is chairman of the council meetings, which are held every Thursday afternoon from one until two o'clock. After each regular meeting, one delegate is responsible for reporting the business of that meeting to one room. In this way the children and the teacher of every room are kept informed concerning the business of the Council.

As a group, the primary duty of the patrol boys is to direct traffic at the corners, while that of the girls is to take charge of the playground and to render any service there whenever and wherever necessary. Individually, each has his designated period during the day to perform his duty. Every patrol boy is on duty one-half hour before school opens in the morning, ten minutes after the lunch bell, fifteen minutes before school is resumed, and ten minutes after school is dismissed in the afternoon. Likewise every girl is on duty at a designated period of the day, including recess periods, to watch the drinking fountains and the gates, to stop unnecessary running, to prohibit walking on the grass, to pick up trash, and to take accident cases to the office. Every girl is on duty when the afternoon dismissal bell rings, in order to clear the playground quickly and orderly. The service girls and patrol boys are also called upon to act as a courtesy committee when visitors come to the school.

At all fire drills every patrol boy has his station in the yard from whence he directs certain classrooms for which he is responsible to their respective places. This service is of special help to teachers in the primary grades. After every child and teacher is out of the building, the patrol boys take their stations and stand at attention. This assistance brought forth favorable comment from a state director when he witnessed one of our fire drills, which took one and one-half minutes.

Since the Junior Red Cross is a service organization, the Hood School Service Council was enthusiastic about including the duties of that organization in the business of the Council. One regular delegate and one alternate delegate are elected from the Council to represent the school at the monthly meetings of the local Junior Red Cross organization. As Junior Red Cross faculty sponsor, I attend the meetings with the delegates. They report

the business of the meeting at the following Service Council meeting; then these members in turn report the business to each room. When our delegates volunteer that our school will make nut cups or tray favors on certain occasions for the Junior Red Cross, the Service Council assumes the responsibility of having certain classes make them and of having the articles ready on time.

For all such civic campaigns as traffic, clean-up, fire prevention, Book Week, Education Week, etc., the members of the Council make posters and give short pertinent talks to every classroom. As an example: for Fire Prevention Week, October 6-12, three fire prevention posters were made and five daily talks were given.

One member of the Council is elected to be in charge of our Safety Scrap Book. All important local newspaper clippings pertaining to traffic, fire prevention, campaigns, Junior Red Cross work, and any other significant subject, are kept in the book. Accidents that happen in our own school are written and put in the scrap book. Then they are brought to the attention of the school through the weekly oral reports made by the members.

Near the end of every school term, the Hood School Service Council gives a short assembly in which all the members take part.



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The achievements of the term are reviewed, and a service play of some sort is presented.

Although the members are elected by the pupils, they are a select group of boys and girls. They consider it an honor and a privilege to be elected, and with but very few exceptions, they do their duty cheerfully and proudly. They are not obliged to remain members during the entire term, and if for personal reasons they prefer not to serve, they are not discriminated against or made to feel that they are shirking their duty.

The results evident among the members themselves are primarily a development of leadership and cooperation. The weekly oral reports to the rooms offers an excellent opportunity for the development of good oral English, so essential for our children who come from non-English speaking families. Each member takes a personal responsibility in doing his duty to the best of his ability without being coerced because he is proud of the honor to serve. The activities and duties which they perform, such as cooperating in worthwhile campaigns, has awakened in them a keen sense of community pride and civic responsibility. Because they are elected members and because they represent their classrooms, they are actually experiencing the obligations as well as the privileges of a democratic form of government.

The members themselves are not the only ones who are benefiting from the Hood School Service Council. The entire school cooperates in all its activities. Through the reports of the members, all the children are becoming more conscious of and more interested in school problems. Slowly but steadily they are learning respect for the authority given to Council members because they realize that this authority is used only for the good of the entire school and because it is administered by one of them. The whole school is learning, too, that the better the representative to the Council, the more efficient Council our school has, which, indeed, is a basic lesson for all members of a democratic society to learn.

"S. O. S."

CAROLINE W. PFINGST,
*Greeley Branch of Lake View High School,
Chicago, Illinois*

"S. O. S." an organization of freshman pupils in the Greeley Branch of Lake View High School, has rendered valuable service to the school for about ten years. The spirit which animated the group at the time of its organization, is indicated by the name chosen, "S. O. S." which means "Sign of Service" and also stands for the club's motto, "Serve Our School."

Motivated by an altruistic spirit, the sixteen charter members of this 9A organization,

turned their abounding energy and keen interest to meet felt needs in the school.

Due to overcrowded conditions at that time, an overflow from the school cafeteria ate lunch in two rooms which were used for study halls. Wet and crumby desks and litter about

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the rooms had been sources of annoyance to those who used the rooms after lunch.

To improve this situation, two S. O. S. inspectors went on duty in each room during the lunch periods. Before a pupil who had lunched in either room could leave, he was asked to stand by the desk where he had eaten, until one of the inspectors checked his desk to see that it was clean and that the floor was free from litter. This difficult situation was successfully handled by the inspectors for two years, when changes in the school made this duty no longer necessary.

Members of the S. O. S. group took charge of lost and found articles and were on duty at designated times during the day. Several served as hall guards during the lunch periods, and others supervised the distribution and disposal of paper towels in the wash rooms.

At the opening of each semester, S. O. S. members served as guides and sources of true information for the bewildered new pupils who were harassed and teased by many of the more advanced pupils.

A constitution was drawn up by the original group, and bi-weekly meetings in charge of a president and secretary were held. After discussions of problems met on duty and suggestions for improvements and new activities, miscellaneous programs were given at the meetings. A party to which members could invite guests was given at least once a semester.

The membership of this group changes each semester because the pupils usually go to our Main Building when they are sophomores. When the 10Bs stay in the Greeley Branch, pupils from both 9A and 10B groups are in S. O. S. They are selected by the group sponsor from pupils recommended by the teachers for dependability, intelligence, and leadership.

At the present time about thirty pupils are selected for an "S. O. S." division. Pupils in the division prepare copy for the Greeley columns in the school paper, distribute and sell the paper in our building, distribute and sell tickets for all school events, carry on a bulletin service for the office, manage the lost and found, and give help in any situation where their services may be used.

During the past ten years S. O. S. has

adapted its services to changing conditions under three different principals and three sponsors, but the S. O. S. badge is still greatly respected as a true "Sign of Service" because of the valuable help which its wearers have rendered to the school.

Exploring Practical Citizenship

MARY G. BROWN, *Corona Union High School, Corona, California*

A recent absorbing interest was experienced by the students in a small city in Southern California. They were guided in this form of citizenship training and received first-hand experience through their student body election.

The first steps in this effective adventure were taken in the home rooms, where group method of procedure was initiated, for the students planned their own activities—namely, what they wanted to do. The scope of the enterprise included skits, yells, speeches for favorite candidates, songs, and display of banners, all clothed with that delightful and universal adolescent garment called "enthusiasm."

Samples of what an eyewitness heard were this wise: "Wells yells well." "He's a smart fellow for he's in my class." "He has had only ones and twos so far in school." "Jack be nimble, Jack be quick, vote for Texas, do it quick!"

An eyewitness saw Wimpy and Pop-Eye cartoon this information: "One of the Jones

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boys was good so why not try another! Elect Mrs. Jones' other boy."

Added excitement was introduced with balloons, airplanes, shooters and all their helpful relatives, but needless to say, the culminating feature was the official election booth with its returns and celebrations.

A few of the most apparent concomitants included drills in parliamentary procedures, and practice in oral English, also responsibility for the election set-up, group organizations, activities, and technique.

A Pleasurable Approach to Poetry

HAZEL F. LAWRENCE, *Moravia High School, Moravia, New York*

In senior English in our high school we usually teach a survey course in British poetry. Believing that this course of procedure is likely to be dull and uninteresting to the average student who will never pursue poetry further, I am trying a different plan this year.

I have chosen about 30 modern British poems by such authors as Walter De la Mare, W. W. Gibson, Ralph Hodgson, Gerald Manley Hopkins, Siegfried Sassoon, A. E. Housman, Wilfred Owen, Rupert Brooke, John Masefield, etc.

I have had mimeographed copies made of

these poems, and have pasted them into notebooks with space left between each poem for comments. The students have been asked to pay only the purchase price of the notebooks. The copies of the poems are given by the school. Notebooks are to be brought to class on Monday, at which time comments are made, discussed and copied into the books. Then, the given poem is read for appreciation along with another sample or two, either of the same author's work or of a similar subject by another author.

I trust that this presentation of poetry will prove interesting and perhaps stimulate original writing. I'm not sure that the receipt of contributions from three senior boys is a result of this effort, although I should like to believe that it is.

"Those who wish to enjoy security in the future must learn caution from the present hour."—*Sidonius*.

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New Helps

● HOW TO PRODUCE PUPPET PLAYS, by Sue Hastings and Dorcas Ruthenburg. Published by Harper and Brothers, 1940. 134 pages.

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● EDUCATIONAL MEASUREMENTS IN THE ELEMENTARY SCHOOL, by M. E. Broom. Published by McGraw-Hill, 1939. 345 pages.

In this book the author gives a comprehensive treatment covering the philosophy and history of measurement, its uses, technical terms, statistical computation and interpretation of statistical findings, theory of psychometric tests and group mental tests, standardized tests in all commonly taught subject fields, and construction of teacher-made objective tests. It is a worthy member of the McGraw-Hill Series in Education.

● UNDERSTANDING AMERICAN BUSINESS, by Humphrey B. Neill and Howard M. Cool. Published by The MacMillan Company, 1939. 447 pages.

This is a book intended primarily for students who, for one reason or another, do not take the regular high school course in economics. It emphasizes how business functions. It is written in a highly readable and understandable manner that appeals to boys and girls of below-average academic ability as well as to the rank and file of high school students. It is valuable as a source of supplementary materials and has an important place in any school library.

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DELONG SUB AGY. LAFAYETTE IND

Socialization—Chicago High Schools

(Continued from page 142)

school and received instruction which increased their efficiency and skill. In this connection it is worthy of note that the Chicago public school system, according to testimony of officials of the firms producing visual education equipment, has a larger film library and a greater number of projectors than any other city in the country.

The Activity Day Club in the Austin High School makes arrangements each year for all the clubs in the school to display posters and exhibits for the purpose of giving publicity to their activities and recruiting desirable new members.

The McKinley High School is located on Chicago's near West Side. As it is the successor of the first high school established in the city, old Central High School, it is a depository for the original records and some of the relics of that pioneer institution. Consequently the school offers an excellent environment for arousing an interest in Chicago school history. An Old Chicago Club in the McKinley is affiliated with the West Side Historical Association. The members of the club have made many studies of West Side institutions and places of historical interest, and they have collected much material which has proved of value for homecomings held for former students and for those citizens who have an inclination to study Chicago's backgrounds and beginnings. The group has been especially favored with newspaper publicity, for it is dealing with matters which appeal to reporters.

A Hostess Club in the DuSable makes the social laboratory of the school its headquarters. Two or three girls of this group are scheduled to the social laboratory each period of the school day. Responsible for the appearance of the room and for the properties contained therein, they exercise surveillance over the conduct of all clubs or groups which meet there. They act as hostesses to members of the PTA, visitors to the school, invited guests, or groups of citizens of the community called in for conferences in connection with the public relations program. The girls receive regular instruction and training regarding their duties and desirable social amenities at the hands of their faculty sponsor, who has charge of the socialization program in the school.

A staff of girls assists the DuSable matron with her duties in the girls' rest room: administering first aid, handling lost and found articles, exercising surveillance over wash rooms, and so on.

The DuSable High School trains continuously a staff of student ushers. Their programs are so arranged that one or two of them can be on hand each period of the school day in

the office of the registrar. They receive new students, escort them to their rooms, act as guides for these new pupils, and are responsible for inducting them into the life of the school.

A Negro History Club in the DuSable is composed of a group of colored boys and girls who desire to study the history and culture of the negro race in America. In recent months they have had a splendid opportunity to get at helpful exhibits and materials at the Negro Exposition held in the Chicago Coliseum.

A Service Guild in the Farragut High School has assumed leadership during the year in developing proper attitudes on the part of students in three major areas: the lunchroom, the corridors, and the auditorium. The members have talked to students concerning Farragut standards of conduct in these areas, and they have planned and staged assembly programs dealing with the same matters. As a result of their activities the Farragut students have shown a greater tendency to make their conduct conform to standards which they have worked out cooperatively with this enterprising club.

A Piano Club in the Manley High School enrolls all those students who are particularly interested in the piano. They exchange ideas and information at their meetings, listen to one another play, and derive inspiration for self-improvement as a result of their social intercourse. Their faculty sponsor is an expert pianist, who is a constant source of help and inspiration to them.

The Hobby Lobby Club in the Harrison High School is patterned after the national radio program conducted by Gabriel Heater. All members of the group pursue interesting hobbies, and their meetings offer an opportunity to give publicity and expression to their achievements. They are constantly on the alert to discover newcomers to the school who pursue unusual hobbies or who have had unusual experiences, and they lose no time in enlisting these in their club.

Both the Lane Technical High School for Boys and the Flower Technical High School for Girls have dance clubs. Members enroll for a series of ten dance lessons per semester at a cost of \$1.00, the instruction being provided by an employee of the board of education in charge of the Friday evening dances for young people conducted in certain of the Chicago high schools. Once each semester the girls from the Flower journey in chartered buses, accompanied by their instructor, to the Lane for an opportunity to dance with the boys enrolled in the Lane Dance Club. These boys return the girls' visit at a later date in the semester. This arrangement provides for a co-recreational activity greatly appreciated by these young people attending schools enrolling only one of the sexes.

Comedy Cues

SECOND FIDDLE

At a particularly loud clap of thunder, a lady walking along a London street became startled. "It's all right, lidy," said an urchin, "It ain't Itler, it's only Gawd."—*Journal of Education*.

RISE, PLEASE

A painter, who lived in Great Britain, interrupted two girls with their knitain,

He said, with a sigh,

"That park bench—well I

Just painted it, right where you're sitain."

—*Oklahoma Teacher*.

THE IDEAL SPEECH

Brown—You are certainly a good luncheon speaker. How do you do it?

Johnson—Oh, it's easy. I just prepare a clever beginning and a brilliant ending, and then see to it that nothing gets in between.

—*Alabama School Journal*.

THEY OFTEN ARE

A small treasurer in a school club recently made this report to the members of his group:

Receipts	\$2.00
No disturbances	
Balance	2.00

—*Minnesota Journal of Education*.

A little boy sat at a table, his head propped in his hands, completely absorbed in a book. His father, in disgust, exclaimed: "Readin'—always readin'! Ain't yer got a mind of yer own?"

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